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ABSTRACT

Listed in the bibliography, one of a series of over 50 similar bibliographies on exceptional (both handicapped and gifted) children, are 88 references concerning counseling particularly as it is employed with exceptional children, and psychotherapy (including group therapy) particularly in reference to emotionally disturbed children. Entries, which include research reports, journal articles, texts, and other publications, were selected from Exceptional Child Education Abstracts. Each entry includes bibliographic data, availability information, indexing and retrieval descriptors, and an abstract. Also provided are an author index and a subject index. (KW)

EC032741

ED052573

COUNSELING AND PSYCHOTHERAPY

A Selective Bibliography

February 1971

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The Council for Exceptional Children
Jefferson Plaza, Suite 900
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Arlington, Virginia 22202

EC 032 741

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EC032741

ABSTRACTS

ABSTRACT 10148

EC 01 0148 ED N.A.
Publ. Date Jul 67
Brick, Lawrence J.
The Use of Role Playing as an Educational and Therapeutic Device with the Deaf.
Illinois School for the Deaf, Jacksonville
Journal of Rehabilitation, Volume 1, 1967.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; teaching methods; psychotherapy; role playing; deaf; sociodrama; teaching techniques; group therapy; adolescents; adults

Role playing is a method in which problems and situations are acted out by an individual or member of a group. The objective is to expose the learner to a variety of situations in a non-threatening environment where he can experiment with different responses. Advantages of role playing are cited and then related to the deaf. Conventional teaching devices rely on language ability and experience, which the deaf are lacking. Role playing allows the deaf person to experiment with life situations on a nonverbal level and to test different responses. This method could be used to teach social skills, develop insight into human relations, and expose the deaf to a variety of experiences in a short time. It could be applied in the classroom, in vocational guidance, and in treatment of neurotic and mentally ill deaf patients. Research on role playing as an educational and therapeutic tool is needed. Six references are listed. This document was published in the Journal of Rehabilitation of the Deaf, Volume 1, Number 2, pages 53-58, July 1967. (JB)

ABSTRACT 10244

EC 01 0244 ED 018 026
Publ. Date 64
Problems, Practices, Procedures, a Report from 62 Project Schools.
North Cent. Assn. of Coll. and Sec. Sch., Chicago, Illinois
EDRS not available

Descriptors: exceptional child education; gifted; counseling; motivation; talented students; high school students; identification; curriculum; grouping (instructional purposes); teaching methods; teacher selection; teacher education; tests; testing; student evaluation; school community relationship; parent school relationship; interinstitutional cooperation; program evaluation; surveys; questionnaires; educational problems; educational practice

The bulletin reviews a survey of 5 years activities in 100 pilot high schools participating in the Project on Guidance and Motivation of Superior and Talented Secondary School Students (STS Project). The 14 areas surveyed are identification, counseling, curriculum, grouping and programing, effective teaching procedures, the selection and preparation of teachers, motivation, the use of tests, marking and records, working with parents, relating the communities to the program, articulation, followup, and evaluation. The problems, most successful practices, and recommendations on the 14 surveyed areas are summarized from opinions on the questionnaire returns from the62 responding schools. An annotated listing of 12 publications of the STS Project is provided. This document is available from the North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615, for $1.25. (RM)

ABSTRACT 10251

EC 01 0251 ED 018 050
Publ. Date Oct 67 46p.
Katz, Alfred H. and Others
Self-Help and Rehabilitation, an Annotated Bibliography.
California Univ., Los Angeles, Sch. Public Health
EDRS mf,hc

Descriptors: exceptional child services; counseling; adjustment (to environment); annotated bibliographies; rehabilitation; social work; institutions; professional personnel; delinquent rehabilitation; schools; social workers; self help programs; self concept; social factors; psychological needs; psychological services; sociopsychological services; physically handicapped; mentally handicapped; community development; health services; welfare services

Ninety-eight annotated references (from 1933 to 1967) on self help and rehabilitation for the mentally and physically handicapped are included in the bibliography. All relate either to the self help form of organization in the structuring of health and welfare services or to the social and psychological aspects of rehabilitation. The references treat (1) social theory and methods, (2) community and family aspects, (3) institutions (hospitals, prisons, schools), (4) self help organizations, (5) self help groups and professional workers, and (6) self help and community development. (DF)

ABSTRACT 10263

EC 01 0263 ED N.A.
Publ. Date 67 82p.
Mann, Philip H.
An Investigation of Group Counseling on Educable Mentally Retarded Boys' Concepts of Themselves in School. Final Report.
Virginia Univ., Charlottesville, Spec. Educ. Dept.
OEC-7-C-014
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; counseling; behavior; achievement; educable mentally handicapped; males; children; group counseling; public schools; behavior problems; behavior change; anxiety; class attendance; reading; academic achievement; arithmetic; counseling effectiveness; self concept; rating scales; pretesting; post testing

The study examined the effects of group counseling on the self concepts and behavior of educable mentally retarded boys in the public schools. The sample consisted of 36 boys, two groups of 18 each, with a chronological age range of 9 to 13 and IQ range of 56 to 80. The boys were identified as having behavior problems and were matched on the basis of age, IQ, race, and socioeconomic status. Along with self concept the study also examined the variables of anxiety, achievement in reading and arithmetic, deportment, and attendance. Both experimental and control groups met with the principal investigator once a week for 12 weeks. The experimental group, divided into three subgroups, received supportive and directive group counseling while the control group, also divided into three subgroups, received a library study situation. Both groups received pretests and posttests with two self concept scales (The Children's Self Concept and The Way I Feel About Myself Scales) and one anxiety scale (The Children's Manifest Anxiety Scale). Groups were also rated by teachers on the variables of reading, deportment, and arithmetic. Analysis of posttest results for the control and experimental groups indicated that (1) the experimental group scored significantly higher (.05 level of confidence) on The Children's Self Concept Scale, (2) results were not significant at the .05 level of confidence for The Way I Feel About Myself Scale, and (3) the experimental group exhibited greater anxiety reduction as measured by the children's manifest anxiety scale (.05 level of confidence). The experimental group received higher teacher ratings for reading and arithmetic (at the .05 level) and for deportment (beyond the .05 level) than did the control group. Differences between groups in attendance were not significant at the .05 level. No significant differences (at the .05 level)were found for any of the three tests comparing the upper 50 percent and the lower 50 percent of the experimental group by age and IQ. The study thus shows that anxiety was reduced and general school behavior was improved. This type of ancillary service should be part of every school program. An appendix includes the three rating scales used and statistical data. A bibliography lists 30 items. (AA/MY)

ABSTRACT 10270

EC 01 0270 ED 018 908
Publ. Date 67
Ganter, Grace and Others
Retrieval from Limbo, the Intermediary Group Treatment of Inaccessible Children.
Child Welfare League of America, Inc.,

New York, New York
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; behavior; psychotherapy; play therapy; children; emotional maladjustment; program evaluation; program descriptions; psychoeducational clinics; clinics; behavior change; behavior problems; group therapy; special services; elementary school students; parent participation; self control; self expression; self concept; parent counseling

A clinic program was designed to provide emotionally disturbed children intermediary group treatment with the advantages of residential care while they remained at home. Of the 47 subjects selected (27 aged 6 to 9, 20 aged 9 to 13), 25 had been recommended, and nine considered, for residential treatment. All were judged inaccessible by the clinic staff and/or diagnostic group observations. The children were seen in eight groups by dual therapists twice a week for 3 hours over a 6-month period. Data were obtained through recorded observations of the therapists and staff interaction. Group treatment was structured (1) to increase the child's organizational unity through planned activities and intervention, (2) to develop the child's capacity for self observation through induction to verbal-conceptual expression and transference disruption, and (3) to create participation by parents through the treatment contract, group therapy, parent casework, and family contact. Of the 47 subjects, 39 completed the program and 31 continued in individual therapy. Of the children who entered individual therapy, 28 were regarded by their therapists as high on accessibility to treatment (roughly 60 percent of the original 47). Changes also occurred in school behavior (only two of 11 previously excluded remained not in attendance, and nine of nine once partially excluded were back in fulltime classes). Parental attitudes altered, as indicated by the fact that 31 families chose to pay for continuing service. Finally, the Draw-A-Group Test showed a change in the children's group perceptions (the children included more and excluded fewer group members, significant at the .007 and .003 levels of confidence respectively). After treatment, however, five children were recommended for residential placement and three remained inaccessible (one with brain damage, two with malfunctioning parents). With no contrast groups it was difficult to attribute the changes to the treatment, but the chief expectation without intervention was greater deterioration. The investigators were encouraged by the results. This document was published by the Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010, and is available for $3.25. (DF)

ABSTRACT 10362

EC 01 0362 ED 019 765
Publ. Date 25 Aug 65
Leland, Henry; Smith, Daniel E.
Play Therapy with Mentally Subnormal Children.
EDRS not available

Descriptors: exceptional child services; mentally handicapped; behavior; play therapy; behavior theories; children; human development; intelligence; learning processes; methods; instructional materials; clinical diagnosis; evaluation techniques; psychotherapy; behavior change; social influences; personality

The use of play therapy with mentally subnormal children is explored, as it enables such children to realize their potentials and to interact more adequately with their environment. A consideration of general and theoretical problems and a conception of the development of man's essential qualities are presented. A generalized theory of play therapy is established and related to the learning process. Theoretical implications of play therapy appropriate for subnormal children are discussed. Techniques and procedures of play therapy are examined. Descriptions are given of various methods which use combinations of structured or unstructured materials and structured or unstructured techniques. Techniques of diagnosis and evaluation employing play therapy are considered. Indication is made of the use of various types of play therapies in reference to the child's adaptive behavior, intelligence, and his relationship to his environment. Play therapy as related to other possible treatment modalities, diagnosis, and research is also discussed. References are provided. This document was published by Grune/Stratton, Inc., 381 Fourth Avenue, New York, New York 10010, and is available for $7.75. (MU)

ABSTRACT 10383

EC 01 0383 ED 015 593
Publ. Date 62
Rusalem, Herbert
Guiding the Physically Handicapped College Student. T C Series in Special Education.
Columbia Univ., New York, New York, Teachers College
EDRS not available

Descriptors: exceptional child education; curriculum; counseling; administration; educational needs; college admission; physically handicapped; college curriculum; counseling programs; admission criteria; blind; cocurricular activities; college students; community organizations; community resources; counseling services; curriculum problems; deaf; federal programs; guidance counseling; hard of hearing; national organizations; orthopedically handicapped; partially sighted; state programs; facilities

The ramifications of working with physically disabled college students (including physically handicapped, deaf, hard of hearing, blind, and partially sighted) is explored in this booklet and procedures are suggested to improve educational service for them. Chapter 1 discusses the increasing enrollment of physically handicapped students in colleges and universities. Philosophical concepts related to the admission of these students and related literature concerning physically handicapped students in colleges and universities are presented. Chapter 2 describes some of the facilities necessary for the physically handicapped student. Factors such as readers for the blind, elevators for the non-ambulatory student, and other related information are discussed. The next three chapters present the admission policies, curricular and extracurricular activities, and counseling programs needed for the physically handicapped college student. The last chapter provides the resources available for personnel serving the handicapped student--local, state, and national agencies, as well as professional organizations and journals. A 68-item bibliography is included. This document was published by the Bureau of Publications, Teachers College, Columbia University, New York, and is available for $2.75. (MU)

ABSTRACT 10390

EC 01 0390 ED 013 088
Publ. Date 67 111p.
Catalog of Audio-Visual Aids for Counselor Training in Mental Retardation and Emotional Disability. Volume 1, Films.
Devereux Foundation, Devon, Pennsylvania, Institute For Research and Training
EDRS mf,hc

Descriptors: exceptional child education; audiovisual instruction; professional education; mentally handicapped; emotionally disturbed; instructional films; counselor training; bibliographies; films; catalogs; children; adolescents; adults

Films selected as appropriate for use in university counselor training programs and in agency in-service training programs preparing staff to work with the mentally and emotionally handicapped are listed alphabetically by title. The 341 listings include brief annotations, film length, date of filming, film distributor, and whether the film is in color. Also included are a subject index to the films, a list of state mental health authorities, and a list of film distributors names and addresses. (RS)

ABSTRACT 10428

EC 01 0428 ED 015 611
Publ. Date 67
Coffey, Herbert S.;
Group Treatment of Autistic Children. Prentice-Hall Psychology Series.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; psychotic children; schizophrenia; psychosis; group therapy; autism; children; day care programs; case studies (education); behavior rating scales; play therapy; East Bay Activity Center (Berkeley); Berkeley

At the East Bay Activity Center in Berkeley, California, treatment involved the mixing of autistic children with less severely disturbed children. Non-autistic

children in the group were expected to act as catalysts by trying to form some type of socially mature relationship with the autistic children while the therapist encouraged interaction. Hypothesis one stated that treatment employed at the center and particularly in the play activity group should aid the children, both autistic and non-autistic, in developing more socially mature types of interaction. Behavior ratings of the children were made by observers. The Wilcoxen Signed Ranks Test showed no significant improvement for the group during either year of the program. Measurement of individual children's changes by means of t tests showed that of six children in the first year's group, two showed significant changes in levels of interaction (at .005 and .001 levels). During the second year, of eight children, two showed significant changes in levels of interaction (at .01 and .001 levels). None of the children was classified as autistic. Comparisons of monthly mean fluctuations of the autistic children with the catalysts by means of t tests were not significant. Hypothesis two stated that the treatment program should result in the nonsocial autistic children's gradually diminishing their amount of dependent interactions with the therapist and beginning to interact with other children in the group. The Wilcoxen Signed Ranks Test revealed no significant differences for either year in proportion of interaction with other members of the group between the beginning and the end of the year. The bibliography lists 12 items. Descriptive accounts of the therapeutic methods used, anecdotal records of the children involved, the results of a followup study, a discussion of the nature of autism, and a brief summary of the philosophy of group therapy are included. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. (TM)

ABSTRACT 10465

EC 01 0465 ED 015 585
Publ. Date 66 16p.
Sinnett, E. Robert

A Research Demonstration to Assess the Effectiveness of a Special Living Unit within a University Dormitory Setting for the Rehabilitation of Students Disabled by Emotional Disturbance.

Kansas State Univ., Manhattan, Student Counsel. Ctr.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; counseling; therapeutic environment; college students; counseling effectiveness; group living; group therapy; mental health; milieu therapy; rehabilitation counseling; Kansas State University

Use of a residence hall as a therapeutic milieu for disturbed college students is described in this report of a research and demonstration study. The experimental group consisted of 10 disturbed students, and a control group was composed of 10 volunteer students. All students participated in the regular residence hall programs (organizational sports and other activities) and small group meetings among themselves to deal with problems of deviant behavior. The experimental subjects had regular counseling appointments, but the volunteers obtained counseling services only at their own request. Additional staff for the residence hall were a part-time unit living director, a participant observer, and two on-call psychologists. Sociometric data that were gathered showed numerous mutual friendships among clients and volunteers. Of five sources of help (informal contacts with project members, ad hoc group meetings, regular group meetings, regular counseling appointments, and consultation with the project staff), both groups ranked informal contact with project members as most beneficial to them. Grades of volunteers and clients were approximately the same. Less use was made of brief hospitalization and chemotherapy for the students while in the unit. The physical setting and staff are described. A reference list of 10 items is included. (RS)

ABSTRACT 10525

EC 01 0525 ED 022 299
Publ. Date 28 May 68 198p.
MacLennan, Beryce W; Felsenfeld, Naomi

Group Counseling and Psychotherapy with Adolescents.

Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D. C.
EDRS not available
JDYD-64221
Columbia University Press, 440 West 110th Street, New York, New York 10025 ($6.00).

Descriptors: exceptional child services; counseling; psychotherapy; adolescents; group dynamics; group counseling; group therapy; counselors; therapists; culture; change agents; mental health

Intended as an aid in conceptualizing group programs for adolescents and as a basic text on group methods, the book examines the goals and processes of socialization and rehabilitation. Areas treated include the group as an agent of change, the adolescent and his culture, general considerations in group counseling and group psychotherapy, process and maneuvers in adolescent groups, major themes in adolescent groups, groups in different settings, and the group leader and his training. A bibliography cites 210 items. (DF)

ABSTRACT 10671

EC 01 0671 ED N.A.
Publ. Date 67 416p.
Truax, Charles B.; Carkhuff, Robert R.

Toward Effective Counseling and Psychotherapy: Training and Practice. Modern Applications in Psychology Series.

EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($10.75).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; counseling; professional education; group counseling; individual counseling; counseling effectiveness; counselor performance; counselor acceptance; therapeutic environment; counselor attitudes; counselor characteristics; counselor training; behavior rating scales; group therapy; identification (psychological); empathy; therapists; counselor evaluation

The approach to counselor training and the practice of psychotherapy described is based on the growing body of research evidence specifying some known effective ingredients in the therapeutic process. Scales are presented for measuring three aspects of the psychotherapeutic relationship: accurate empathy, nonpossessive warmth, and the therapist's genuineness. Tape recordings of interviews are used for illustration. Areas treated include the theoretic and research bases for training and practice in psychotherapy and counseling, integrated didactic and experimental approach to training, and the mature therapist and counselor. Thirty-three tables and 439 references are included. (LE)

ABSTRACT 10672

EC 01 0672 ED N.A.
Publ. Date 66 333p.
Wing, J. K., Ed.

Early Childhood Autism: Clinical, Educational and Social Aspects.

EDRS not available
Pergamon Press, Inc., 122 East 55th Street, New York, New York 10022 ($7.50).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; identification; psychotherapy; speech therapy; autism; clinical diagnosis; medical evaluation; behavior patterns; psychological patterns; cognitive development; speech; special services; psychological processes; psychotic children; case studies (education); psychopathology; educational programs

Early childhood autism is defined and discussed and the following clinical aspects of autism are treated: behavioral and cognitive characteristics, medical treatment, and prognosis. Speech in psychotic children, educational programs and problems, teaching, and psychological assessment and research are discussed in the sections on education and psychology. Social and administrative aspects presented include services for autistic children in Middlesex, counseling and the principles of management, and prescription of services. Photographs of autistic children and case histories are included. A reference list contains 261 items. (LE)

ABSTRACT 10683

EC 01 0683 ED N.A.
Publ. Date Apr 67 5p.
Stewart, Larry G.

The Social Dilemma of the Deaf Professional Counselor.

Arizona University, Tucson
EDRS not available
Journal of Rehabilitation of the Deaf; V1 N1 P21-5 Apr 1967

Descriptors: exceptional child services; aurally handicapped; counseling; deaf; adults; professional personnel; counselors; counselor role; role conflict

Written primarily for the deaf professional counselor, the article discusses the extraprofessional interaction between the deaf clients or potential clients and the deaf counselor. In 1966 the Professional Rehabilitation Workers with the Adult Deaf (PRWAD) was formed. Its code of ethics has not yet been written, leaving the client/professional social relationship to conjecture. The deaf professional may prefer to associate with other deaf people, and his social participation may involve those with whom he works professionally. The deaf professional may encounter difficulties in serving his clients when he establishes outside social relationships with them, and though complete avoidance of such relationships is neither practical nor desirable, the deaf professional should give serious consideration to avoiding afterhours relationships that may compromise his effectiveness as a professional. Four references are listed. (GD)

ABSTRACT 10748

EC 01 0748 ED N.A.
Publ. Date Apr 69 132p.
Tod, Robert J. N., Ed.
Disturbed Children. Longmans' Papers on Residential Work.
EDRS not available
Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 ($2.00).

Descriptors: exceptional child services; emotionally disturbed; residential care; psychotherapy; delinquents; residential centers; therapeutic environment; psychotherapy; group living; adjustment (to environment); psychiatric services; communication (thought transfer); therapists; symbolic learning; individual needs; institutionalized (persons); child care; child welfare

Eleven reprints from British and American social work journals dated 1955 to 1966 consider care and treatment of disturbed children in residential centers. Areas discussed include therapeutic factors in group living, human relations in the institutional treatment of maladjusted and delinquent children, the natural history of detention, and feelings of children about being placed away from home. Also considered are therapeutic use of visiting in residential treatment, making adaptation to the needs of the individual child in a group, communicating with children, the process of symbolization among emotionally deprived children in a therapeutic school, runaway children from a residential setting, group therapeutic techniques for residential units, and the child care worker's view of psychiatric consultation in residential treatment. (RK)

ABSTRACT 10805

EC 01 0805 ED 025 084
Publ. Date Apr 67 403p.
Krasner, Leonard, Ed.; Ullmann, Leonard P., Ed.
Research in Behavior Modification; New Developments and Implications.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($10.50).

Descriptors: exceptional child research; behavior; reinforcement; speech; psychotherapy; behavior patterns; pathology; behavior change; socially deviant behavior; verbal operant conditioning; behavioral science research; hypnosis; medical case histories; computers; stuttering; social values; speech therapy

Fifteen articles by different authors discuss behavior modification in terms of research, training, and social application. Topics considered include the classification of behavioral pathology, the extension of learning principles to human behavior, studies of normal and deviant child behavior, operant conditioning of two speech-deficient boys, stuttering and fluency as manipulatable operant response classes, studies of interview speech behavior, verbal conditioning and psychotherapy, and the human reinforcer in verbal behavior research. Also provided are articles on vicarious human reinforcements, the reinforcement of individual actions in a group situation, ttempted behavior manipulation in a psychiatric ward, designing neurotic computers, and modeling procedures and hypnosis as modification techniques. An introduction to research, a summary, and implications are provided. (JD)

ABSTRACT 10879

EC 01 0879 ED 011 422
Publ. Date 18 Jun 65 62p.
Cochrane, Hortence S.
The Academic Advisement of Disabled Students, Institute Proceedings (Syracuse University, Syracuse, New York, June 16-18, 1965).
Syracuse University, New York, School of Social Work;
Vocational Rehabilitation Administration, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; special health problems; visually handicapped; higher education; handicapped; admission (school); counseling; physical facilities; colleges; universities; school responsibility; personnel; Syracuse All University Rehabilitation Council; Syracuse

Speeches and reports from an institute on higher education for physically handicapped students are presented. One speech outlines the special provisions including admission, placement, and counseling services for handicapped students at the University of Missouri. Another briefly surveys the numbers of handicapped students in colleges and universities and types of provisions made for them; it also distinguishes between the responsibilities of the university and the responsibilities of the handicapped students. Reports summarize other speeches on architectural barriers, trends in higher education, and medical aspects. Reports also summarize the workshop sessions of student personnel administrators, housing officers and campus planners, medical officers, and university counselors. Appendixes include a copy of the institute program, names and addresses of the participants, a 20-item annotated bibliography, and a list of eight sources of resource materials. (MY)

ABSTRACT 10880

EC 01 0880 ED 011 424
Publ. Date 01 Mar 66 21p.
Individual Testing and Physiological Services Available to Public Schools in North Dakota.
North Dakota Department of Public Instruction, Bismarck
EDRS mf,hc

Descriptors: exceptional child services; tests; counseling; state programs; psychological services; psychoeducational clinics; psychological testing; referral; psychological evaluation; counselors; psychometrists; psychologists; state aid; community agencies (public); qualifications; public schools; intelligence tests; achievement tests; group tests; special services; individual tests; counseling services; state standards; school services; Bismarck; North Dakota

Psychological testing, treatment, and consultant services are discussed. A screening and referral procedure which includes recommended group intelligence and achievement tests is outlined. Eight agencies providing psychological services are described by name, sponsoring agency, services available, client eligibility, waiting period, fees, availability of reports, and person to contact for appointments. Psychological services in the school may be provided by a visiting counselor, school psychometrist, or school psychologist. The required training and functions of each position are outlined. (MY)

ABSTRACT 10985

EC 01 0985 ED N.A.
Publ. Date Spr 68 5p.
Scagliotta, Edward G.
Misperception and Rejection of Bodily Contacts.
Midland School for Brain Injured Children, New Branch, New Jersey
EDRS not available
Academic Therapy Quarterly; V3 N3 P174-8 Spr 1968

Descriptors: exceptional child education; emotionally disturbed; personality; child development; psychotherapy; psychopathology; personality problems; personality change; personality theories; withdrawal tendencies (psychology); infants; parent child relationship

The primary function of the ego, which begins developing during the first few months of life, is described as self-preservation with the concomitant establishment of defense mechanisms. The ego of the youngster who rejects the warmth and affection of bodily contact and therefore cannot make the conscious judg-ments, synthesis, and analysis of such

overt actions is discussed. Denial, represssion, and reaction formation are considered as the defense mechanisms which usually underlie acts of physical rejection extending from open active withdrawal to the more subtle movements of seeking refuge beyond arm's reach. Suggested approaches for stimulating a child to accept physical affection and appropriately identify the intent of acts of bodily contact include consistency, perseverance, and time. Games and play activities such as circle games and hand puppets are mentioned for developing attitudes of acceptance. (LE)

ABSTRACT 10997

EC 01 0997 ED N.A.
Publ. Date 65 225p.
Meyer, Henry J. and Others
Girls at Vocational High, An Experiment in Social Work Intervention.
EDRS not available
Russell Sage Foundation, 230 Park Avenue, New York, New York 10017 ($5.00).

Descriptors: exceptional child research; delinquency; counseling; personality; behavior; females; adolescents; group therapy; group discussion; group counseling; interpersonal relationship; personal adjustment; emotional adjustment; personal values; behavior change; individual development; individual counseling; social work; social services; caseworker approach; socially deviant behavior

The effect of social work services given to high school girls whose record of earlier performance and behavior at school revealed them to be potentially deviant was studied. Subjects were 400 urban high school freshmen, matched on a number of variables including socioeconomic status and size of family. The group had mainly lower working class occupational backgrounds, and relative to the city census contained a disproportionate number of Negro girls. Experimental subjects received casework treatment and group therapy over an extended period of time from experienced caseworkers. Criteria of successful preventive treatment were school performance and behavior, out of school behaviors such as delinquent acts or pregnancy out of wedlock, personality changes, general attitude, and sociometric data. Social workers felt that most clients showed some change with group therapy; this was considered more successful than individual therapy. Nevertheless, the majority of subjects in both experimental and control groups did have difficulty in school. There were no significant differences between experimentals and controls on any of the objective measures. (EC)

ABSTRACT 11031

EC 01 1031 ED N.A.
Publ. Date Oct 67 3p.
Goodman, Elizabeth M.; Ferber, Ellen
She Won't Be Back.
Office of Education (DHEW), Washington, D. C.
EDRS not available
American Education; V3 N9 P6-8 Oct 1967

Descriptors: exceptional child education; pregnancy; special schools; special programs; public school systems; unwed mothers; high school students; counseling programs; dropout prevention; case histories (education); Webster School (Washington D.C.)

Webster Girls School, established in 1963 in Washington, D.C., is described as the first free, full-time, full curriculum public school for pregnant girls. Five main assumptions underlying the project are listed. Requirements of the school, the curriculum, and the counseling program on emotional adjustment, sex education, delivery of and keeping the baby, and problems related to transition back to regular school are discussed. The full report is available as ED 021 373. (DF)

ABSTRACT 11153

EC 01 1153 ED N.A.
Publ. Date Jul 66 168p.
Naumburg, Margaret
Dynamically Oriented Art Therapy: Its Principles and Practices.
EDRS not available
Grune and Stratton, 381 Park Avenue South, New York, New York 10016 ($17.50).

Descriptors: exceptional child education; emotionally disturbed; art; psychotherapy; personality; art expression; freehand drawing; emotional problems; psychiatry; mental illness; psychiatric services; alcoholism; physical health; emotional maladjustment; individual psychology; personality theories; case studies (education)

The procedure of art therapy is described and differentiated from occupational therapy and from other psychotherapeutic approaches. The author, a pioneer in the area of dynamically oriented art therapy, believes that every patient, whether child or adult, whether trained or untrained in art has a latent capacity to project his inner conflicts into visual form. Patient art frequently has diagnostic, as well as therapeutic, value. The use of symbols in art therapy, and of symbolic techniques in psychotherapy, are discussed. The history and development of art therapy is reviewed. Three case histories of emotionally disturbed women illustrate the use of art therapy in the treatment of ulcers, alcoholism, and severe depression. Numerous pictures by these patients are included. Art therapy, originally used only in the treatment of individual patients, is now being used as a supplementary technique in psychiatric group therapy. (JA)

ABSTRACT 11161

EC 01 1161 ED N.A.
Publ. Date Feb 68 6p.
Weinstock, Jerrold J.
A Child Psychiatrist's View of Therapy for Stuttering.
American Speech and Hearing Association, Washington, D. C.
EDRS not available
Journal of Speech and Hearing Disorders; V33 N1 P15-20 Feb 1968

Descriptors: exceptional child education; speech handicapped; speech therapy; psychotherapy; emotional maladjustment; stuttering; changing attitudes; speech therapists; psychologists; theories; family relationship; case studies (education)

The inadequacy of stuttering therapy in the public school system is considered and a holistic approach to the problem discussed. Examples of cases whose speech improvement was negated by family interference are given and the dichotomy between speech therapists and psychoanalysts is discussed. Stuttering is examined as a manifestation of either previous or present emotional trauma, and the goal of helping the stutterer to tolerate his nonfluency, rather than expecting a total cure, is presented. Resources for cooperation between speech therapists and psychiatric consultants are mentioned. (SN)

ABSTRACT 11184

EC 01 1184 ED 027 671
Publ. Date 10 Jan 69 264p.
Woody, Robert H.
Behavioral Problem Children in the Schools; Recognition, Diagnosis, and Behavioral Modification.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($5.00).

Descriptors: exceptional child education; behavior; behavior change; etiology; behavior problems; identification; counselors; psychologists; administrator role; counseling; psychotherapy; clinical diagnosis; psychoeducational processes; in-service education; standards; reinforcement; teacher role; positive reinforcement; negative reinforcement

Directed primarily to classroom teachers, school counselors, and school psychologists, the book considers the psychology of behavioral problem children and ways of coping with their behavior. Aspects of recognition and diagnosis discussed are the school and the behavioral problem child, causes and characteristics of behavior problems, detection and referral, and psychoeducational diagnosis. Behavioral modification is described in terms of influencing and modifying behavior, types of behavior modification, general and specialized behavioral modification techniques, and implementing behavioral modification in the schools. Reference lists are provided throughout the text. (LE)

ABSTRACT 11231

EC 01 1231 ED 002 370
Publ. Date 64 163p.
Cohn, Benjamin and Others
The Effects of Group Counseling on School Adjustment of Under-Achieving Junior High School Boys Who Demonstrate Acting-Out Behavior.
Board of Cooperative Educational Services
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-D-040

Descriptors: exceptional child research; counseling; adjustment (to environment); emotionally disturbed; behavior; behavior change; group counseling; changing attitudes; teacher attitudes; discussion groups; guidance counseling; psychometrics; junior high schools; males; underachievers; grade 8; grade 7

The application of group counseling was investigated with respect to its effect on underachieving, acting-out junior high school boys. In addition, two other effects were studied: that of involving teachers in discussion groups and that of these discussion groups on teacher attitudes. Three counselors from different schools in similar socioeconomic areas participated. Each conducted two experimental counseling groups and a teacher discussion group. Students in the seventh and eighth grades of all three schools were tested for project selection. Evaluative instruments were used with the selected sample before and after counseling during 1 academic year. Followup testing was accomplished 1 year after counseling to determine what changes were maintained by the student population. All 25 student and 15 teacher meetings were tape recorded. As a direct result of counseling, the experimental groups improved in self concept, leaned more toward nonconforming behavior, felt they had difficulty accepting their peers, and were poorly motivated toward academic work when compared with control groups. After 1 year these experimental students became more delinquency prone than their counterparts. The effects of teacher discussion groups and the results of a parent survey are discussed. Evaluative instruments used with students and teachers, and how they were used, are described. (JH)

ABSTRACT 11240

EC 01 1240 ED 002 755
Publ. Date 57 53p.
McCarthy, Sister Mary Viterbo
The Effectiveness of a Modified Counseling Procedure in Promoting Learning among Bright Underachieving Adolescents.
Regis College, Weston, Massachusetts
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-052

Descriptors: exceptional child research; gifted; counseling; achievement; student attitudes; changing attitudes; underachievers; group counseling; student motivation; grade 9; academic achievement; case studies (education)

The problem was to determine whether significant differences in the scholastic attainment of bright underachieving adolescents could be induced by a short-term small group counseling procedure. Objectives were to help the students diagnose their own failures and plan ways of repairing their own deficiencies, and to bring about a more positive attitude toward study. The experiment involved 12 bright underachieving ninth grade boys. Biographical data, interest scores, and personality indices were gathered on each subject; 12 disguised case studies were prepared, each characterizing a member of the group. In all cases, one of the problems to be considered was a lack of scholastic achievement. The counseling consisted of a series of six sessions during which each group discussed the cases. It was the responsibility of the group to isolate the problems in each case and to suggest possible ways of resolving them. The changes in school achievement and in attitude which occurred were compared with those of a control group to determine the effects of the counseling procedure and to see whether or not the participants were able to transfer their learnings to their own situations. (AH)

ABSTRACT 11260

EC 01 1260 ED N.A.
Publ. Date 66 156p.
Bauer, E. Charles
Institutions Are People; A Documentary of Life in a State School for the Mentally Retarded. John Day Series in Special Education.
EDRS not available
The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($4.50).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; institutional environment; institutionalized (persons); institutional personnel; institutions; religious education; guidance counseling; biographies; state schools; special schools; institutional schools; residential schools

The autobiography relates its author's 7 years as a Catholic chaplain at the Newark State School for the Mentally Retarded in New York. His change from initial uncertainty to a strong commitment to the service of the mentally retarded is described. Anecdotes and excerpts from case studies illustrate experiences with residents suffering from severe retardation, emotional disturbance, physical handicaps, and other disabilities. The goals and the daily routine of life in an institution are presented, and spiritual counseling and religious training are briefly reviewed. (JZ)

ABSTRACT 11277

EC 01 1277 ED 023 211
Publ. Date 67 479p.
Cowen, Emory L., Ed., and Others
Emergent Approaches to Mental Health Problems. The Century Psychology Series.
EDRS mf
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($9.00).
Impetus for the Publication Largely From Conference On Emergent Approaches to Mental Health Problems (June 17-19, 1965).

Descriptors: exceptional child education; emotionally disturbed; personnel; community programs; psychotherapy; behavior theories; culturally disadvantaged; educational therapy; psychoeducational processes; mental health programs; school community programs; manpower development; manpower utilization; counselor training; project training methods; prevention

Innovative approaches to mental health problems are described. Conceptualizations about the following areas are outlined: psychiatry, the universe, and the community; theoretical malaise and community mental health; the relation of conceptual models to manpower needs; and mental health manpower and institutional change. Community programs and new sources of manpower are considered in terms of college students as companions to the mentally ill, pilot training projects for mental health counselors, new manpower for mental hospital service, training of human service aides, a neighborhood based mental health approach, psychological care for the poor, and a small community's mental health consultation program. New approaches in the schools include preventive aspects of school experience, prevention in the classroom through a behavioral sciences teaching program, enhancing a teacher's mental health function, history and evaluation of the St. Louis School Mental Health Project, a project's strategies in mental health consultation, early identification and prevention of emotional disturbance in a public school, project Re-ED (educational intervention in discordant child rearing systems), and a school district's program for schizophrenic, organic, and seriously disturbed children. Directions are indicated for future work. A bibliography cites 167 items. (SN)

ABSTRACT 11288

EC 01 1288 ED 022 306
Publ. Date 66 511p.
Redl, Fritz
When We Deal with Children; Selected Writings.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($8.95).

Descriptors: exceptional child education; delinquency; emotionally disturbed; psychotherapy; environmental influences; behavior problems; behavior change; reactive behavior; group dynamics; delinquent rehabilitation; self concept; leadership; discipline; sex education; group therapy; adolescents; children

Espousing an interdisciplinary approach, the book contains selected writings, lectures, and speeches concerning clinical work with disturbed children and adolescents in institutional settings. Editorial comment introduces each of the following sections: a survey of the current status of the children's field both clinically and educationally; a challenge to concepts and theories relating to the life-space interview, milieu therapy, improvement expectations, ego disturbances and support, and psychoanalysis and education; and a review of group therapy, including group emotion, leadership, contagion, shock effect, resistance to therapy, gang formation, group composition, discipline in classroom practice,

and psychoanalysis and group therapy. Also included are advice to staff on relationship to children in observation of a group, interference versus noninterference in different situations, punishment, and handling of sex incidents and anger; and general comments on preadolescent, defiant, hyperaggressive, delinquent, and disadvantaged youth, as well as on camp life and sex education. Examples and recommendations are interspersed throughout the book and a list is provided of the author's publications from 1931 to 1965. (MK)

ABSTRACT 11289

EC 01 1289 ED 023 238
Publ. Date 20 Jun 68 714p.
Miller, Emanuel, Ed., and Others
Foundations of Child Psychiatry.
EDRS not available
Pergamon Press, Inc., 44-01 21st Street, Long Island City, New York 11101 ($30.00).

Descriptors: exceptional child research; emotionally disturbed; child development; psychotherapy; family (sociological unit); behavior theories; clinical diagnosis; mentally handicapped; genetics; early experience; child psychology; family relationship; psychotic children; infants; delinquency; personality theories; sociopsychological services; school phobia

Twenty-eight papers examine basic theories and clinical methods in child psychiatry. Theories and methods discussed concern child psychiatry and the World Health Organization, pediatrics, child disturbances, observation, the psychodiagnostic approach, longitudinal research in child development, the comparative approach to early child development, a methodological approach to defining an infant's ego, and problems of classification. of speech in development and dissolution, psychogenic and allied disorders of communication in childhood, psychosis in childhood, later assessment of early experience, social problems of mental subnormality, school phobia, parental bereavement in childhood, the genetics of mental deficiency, and aspects of delinquent behavior in children and adolescents. Also considered are the role of the family in the emergence of child disorders; personality development and family vicissitudes; and family relationships, fathers, and the law. Therapeutic methods and prophylaxis described include therapeutic consultation, community therapy, psychopharmacology in childhood, behavior therapy and conditioning techniques, and primary prevention of mental disorders by school psychologists. (SN)

ABSTRACT 11589

EC 01 1589 ED N.A.
Publ. Date 66 256p.
Inglis, James
The Scientific Study of Abnormal Behavior; Experimental and Clinical Research.
EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($8.95).

Descriptors: exceptional child research, emotionally disturbed; behavior; learning characteristics; cognitive processes; behavior change; conditioned response; operant conditioning; discrimination learning; sensory deprivation; memory; reinforcement; thought processes; psychotherapy; clinical diagnosis; neurology, schizophrenia

Applications of the scientific principles of psychology to the field of abnormality are discussed as exemplified by selected studies involving the measurement and the manipulation of disordered behavior. Essential differences between the clinical and experimental approaches to psychopathology and their interdependence are presented; investigation techniques, procedures, and findings are considered. The observation and description of abnormality deal with the study of thought and memory disorders. Experiment and the alteration of abnormality include the effects of neurosurgery, sensory deprivation, reinforcement, reinforcement of verbal behavior, and psychotherapy, and a single case. (LE)

ABSTRACT 11632

EC 01 1632 ED N.A.
Publ. Date Mar 68 12p.
Gardner, James; Ranson, Grayce
Academic Reorientation: A Counseling Approach to Remedial Readers.
EDRS not available
Reading Teacher; V21 N6 P529-40 Mar 1968

Descriptors: exceptional child research; counseling; remedial reading programs; behavior change; group therapy; reading difficulty; learning disabilities; self concept; reinforcement; individual counseling

Sixteen male students rated as hard-core learning problems participated in a program of academic reorientation counseling at a university reading school. The subjects manifested a variety of avoidance patterns; it was the program's intent to alter these avoidance behaviors and thus to prepare for skill remediation. Remedial reading teachers served as counselors. Each student was met individually by a counselor about 20 minutes a week: three subjects had six sessions, eight subjects had 15 to 20 sessions, and five subjects had 40 sessions. Counseling each subject involved giving him valid reasons for his learning problem, reinforcing positive statements about school, helping him learn basic discriminations about his own behavior, teaching him the adversive result of his avoidance patterns, developing alternative responses, labeling feelings, and working with the classroom teacher. According to the school staff, 14 of the 16 subjects showed positive attitude changes toward school. (LE)

ABSTRACT 11675

EC 01 1675 ED 030 231
Publ. Date 69 288p.
Leedy, Jack J., Ed.
Poetry Therapy; The Use of Poetry in the Treatment of Emotional Disorders.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; poetry; bibliotherapy; biblical literature; language rhythm; emotional maladjustment; adolescents; schizophrenia; mental health clinics; group therapy; mental illness; institutionalized (persons); self help programs

Twenty-two papers by different authors consider poetry therapy as treatment for persons with emotional disorders. Its use with the following is described: a psychotic patient, hospitalized schizophrenics, psychoneurotics in a mental health center, and disturbed adolescents. Also discussed are poetry as therapy and as a therapeutic art, principles of poetry therapy, the validation of poetry as a group therapy technique, and poetry as communication in psychotherapy. The use of poetry in individual psychotherapy and in a private mental hospital is described, as is poetry therapy in a self help group, in a specialized school for the disturbed, and in a counseling center. Further topics include poetry as a way to fuller awareness, metamessages and self discovery, the Psalms as psychological and allegorical poems, the universal language of rhythm, the patient's sense of the poem, and a curriculum proposal for training poetry therapists. A tribute to Eli Greifer, a pioneer in therapeutic poetry, is included, as is an appendix listing poems suitable for use in poetry therapy. (LE)

ABSTRACT 11676

EC 01 1676 ED 029 412
Publ. Date 68 184p.
Jurjevich, Ratibor-Ray M.
No Water in My Cup; Experiences and a Controlled Study of Psychotherapy of Delinquent Girls.
EDRS not available
Libra Publishers, Inc., 1133 Broadway, New York, New York 10010 ($5.00).

Descriptors: exceptional child research; delinquency; psychotherapy; adjustment (to environment); institutionalized (persons); adolescents; females; personal adjustment; case studies (education); delinquent behavior; family environment; behavior problems; behavior change; followup studies; psychological testing; counselor attitudes

A group of 14 institutionalized delinquent girls received individual psychotherapy from one therapist who interviewed the girls, usually for 50 minutes twice a week for an average of 23 interviews. Fourteen control subjects received only the institutional training. Psychological and behavioral changes were compared using a behavior rating scale, six psychological tests, and a parole adjustment rating schedule. The therapy group showed improvement in behavior ratings by teachers and counselors and showed significant improvement on the following scales: psychopathic deviate; perception of socially desirable traits, schizophrenic

trends; manifest anxiety; the anxiety factor; delinquency; tenseness; excitability; repression; emotional stability; alertness; friendliness; problem solving; hostility; assault; irritability; suspicion; verbal hostility; adequate perception; and distorted perception. The control group did not (p equals .05). The control group showed larger improvement on scales of suspiciousness and ego strength on the Minnesota Multiphasic Personality Inventory and deterioration on problem solving, realistic and inappropriate perception, guilt feelings and latent hostility. A followup study 2 years later showed trends toward better parole adjustment by the therapy group. Case summaries are presented for the subjects. (LE)

ABSTRACT 11697

EC 01 1697 ED 030 252
Publ. Date 68 271p.
Mahler, Margaret S.
On Human Symbiosis and the Vicissitudes of Individuation. Infantile Psychosis, Volume 1.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; psychotic children; autism; psychotherapy; case studies (education); behavior problems; parent child relationship; etiology; psychopathology; personality development; personality problems; mothers; parent participation; personality theories

The concepts of symbiosis and separation-individuation are explained, and the symbiosis theory of infantile psychosis is presented. Diagnostic considerations and clinical cases of child psychosis are reviewed; prototypes of mother-child interaction are described; and therapy is discussed. A summary of the symbiosis theory and a bibliography of more than 400 items are provided. (JD)

ABSTRACT 11872

EC 01 1872 ED N.A.
Publ. Date 60 209p.
Berkowitz, Pearl H.; Rothman, Esther P.
The Disturbed Child; Recognition and Psychoeducational Therapy in the Classroom.
EDRS not available
New York University Press, 32 Washington Place, New York, New York 10003 ($4.00).

Descriptors: exceptional child education; emotionally disturbed; identification; teaching methods; behavior; psychotic children; psychotherapy; schizophrenia; emotional maladjustment; psychological testing; art activities; individualized reading; psychosis; neurosis; neurotic children; socially deviant behavior; teacher role; student teacher relationship

The process of identifying the disturbed in the classroom and providing psychoeducational therapy is discussed; the role of the teacher in recognizing disturbed behavior and in making referrals is examined. Characteristics and methods of identifying various forms of disorganized behavior (including schizophrenia, organic malfunctioning, the neuroses, behavior maladjustments, sexual deviation, and the psychopathic personality) are described. Principles and techniques of therapeutic education and the teacher's application of those projective techniques are demonstrated. The value of a creative arts program which allows the child to externalize his emotions and achieve contact with his environment is noted, and a suitable curriculum with appropriate adaptations is provided. Transcripts of a classroom session are presented illustrating the principles and procedures offered in the book; case studies are also included. (SN)

ABSTRACT 11989

EC 01 1989 ED 031 021
Publ. Date May 69 263p.
Chess, Stella
An Introduction to Child Psychiatry.
EDRS not available
Grune & Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($6.75).

Descriptors: exceptional child services; psychotherapy; emotionally disturbed; behavior problems; clinical diagnosis; adolescents; learning disabilities; environmental influences; genetics; psychological evaluation; taxonomy; mentally handicapped; minimally brain injured; neurotic children; psychotic children; drug therapy; residential care; physically handicapped; stress variables; special health problems

The role of child psychiatry is discussed, and the child is described as a developing organism. Genetic factors in behavior are considered as are the presenting problems. Methods treated involve taking the history, conducting the diagnostic interview, using special diagnostic procedures, and applying diagnostic classification. Problem areas dealt with include the following: mental retardation; behavioral disorders due to cerebral dysfunction; behavior and character disorders, neuroses, and associated symptoms; childhood schizophrenia and psychosis; specific learning disabilities; problems arising from special stress situations; and adolescent behavior problems. Also reviewed are treatment approaches, including psychotherapy and related treatments, drug therapy, and inpatient and outpatient treatment. (JD)

ABSTRACT 20080

EC 02 0080 ED N.A.
Publ. Date Sep 69 5p.
Humes, Charles W., Jr. and Others
A School Study of Group Counseling with Educable Retarded Adolescents.
EDRS not available
American Journal of Mental Deficiency; V74 N2 P191-5 Sept 1969

Descriptors: exceptional child research; mentally handicapped; group counseling; educable mentally handicapped; counseling; personal adjustment; social adjustment

An experimental study designed to differentiate outcomes among treatment combination groups with counseling and no-counseling as the independent variables is described. Subjects were 28 educable mentally retarded adolescents, with IQ's from 53 to 77. A two by two design was used with two levels of experimenter variables and two of treatment conditions. The groups received 12 hours of counseling or no-counseling. Posttesting was done with a variety of instruments measuring classroom behavior, personal-social factors, self-concept, interpersonal relationships, and tested for .05 significance. Results indicated that counseling can be effective with this population in some behavioral areas and with certain assessment instruments. (Author)

ABSTRACT 20217

EC 02 0217 ED N.A.
Publ. Date Feb 67 11p.
Eisenberg, Leon
A Treatment for Disturbed Children. A Follow Up Study.
National Clearinghouse for Mental Health Information, Chevy Chase, Maryland;
National Institute of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 25-35, A Public Health Service Publication.

Descriptors: exceptional child research; emotionally disturbed; drug therapy; psychotherapy; neurotic children; hyperactivity; delinquency; thought processes; identification; learning characteristics

Studies on the treatment of emotionally disturbed children are reviewed. Results reported indicate the following: brief psychotherapy worked marked improvement in the behavior of neurotic children; hyperkinetic children showed little response to psychotherapy but improved when treated with a stimulating agent; and this same stimulating agent also improved the behavior of delinquent boys in a training school. Also summarized is ongoing research on symptom clusters of types of disturbed children and on the thinking process in the developing child. The role of psychiatry is discussed. (JA)

ABSTRACT 20320

EC 02 0320 ED N.A.
Publ. Date 24 Mar 69 38p.
Greenacre, Phyllis
Trauma, Growth, and Personality.
EDRS not available
International Universities Press, 239 Park Avenue South, New York, New York 10003 ($7.50).

Descriptors: exceptional child research; emotionally disturbed; personality; behavior; psychotherapy; psychiatry; personality development; psychotherapy; psychological patterns; sex (characteristics); psychosis; psychophysiology; anxiety; infancy; child development; psychopathology; catharsis; mental illness; self

concept; parent child relationship

Included in the text are discussions of the biological economy of birth; predisposition to anxiety; infant reactions to restraint; urination and weeping; pathological weeping; vision, headache, and the halo; anatomical structure and superego development; and conscience in the psychopath. Other contributions are studies of screen memories, the prepuberty trauma in girls, general problems of acting out, special problems of early female sexual development, respiratory incorporation and the phallic phase, and some factors producing different types of genital and pregenital organization. About 200 references published from 1914 to 1949 and an index are provided. (LE)

ABSTRACT 20497

EC 02 0497 ED N.A.
Publ. Date 67 167p.
Strupp, Hans H.; Bergin, Allen E.
Research in Individual Psychotherapy; A Bibliography.
National Institute of Mental Health (DHEW), Bethesda, Maryland, Public Health Service
EDRS not available
PHSP-1944
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. ($1.50).

Descriptors: exceptional child research; bibliographies; psychotherapy; individual psychology; emotionally disturbed; research methodology; research projects; psychological studies; case studies (education); therapy; behavioral science research; individual characteristics; prognostic tests; comparative analysis; nonprofessional personnel; therapists

The bibliography consists of research reports pertaining to individual psychotherapy with adult patients as well as general references relevant to research in psychotherapy. The search of the literature was completed in December, 1967. Major emphasis is given to studies which involve research designs and which report quantitative results. A few pertinent theoretical discussions and case histories are included. The present bibliography incorporates 2,741 references and these are indexed according to 12 content categories. (KN)

ABSTRACT 20607

EC 02 0607 ED N.A.
Publ. Date 67 774p.
Magary, James F., Ed.
School Psychological Services in Theory and Practice; A Handbook.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

Descriptors: exceptional child services; school psychologists; psychoeducational processes; parent counseling; case studies (education); mentally handicapped; disadvantaged youth; gifted; identification; psychological evaluation; staff role; counselor role; interdisciplinary approach; group tests; individual tests; projective tests; social adjustment; creativity

The various aspects of school psychology, its history and trends for the future, are presented by 27 authors. The role of the school psychologist is examined in relation to the urban school system, the community school, the total school staff, parents and community agencies, research, and identification of problems. The mental health needs of children, specifically the mentally retarded, gifted, socioeconomically handicapped, culturally disadvantaged, and academically disabled, are discussed from the view of the school psychologist. Counseling, psychotherapy, intellectual evaluation, projective techniques, creative projects, case studies, and the Thayer Conference Report are included. (RD)

ABSTRACT 20608

EC 02 0608 ED N.A.
Publ. Date 66 456p.
Eissler, K. R., Ed.
Searchlights on Delinquency; New Psychoanalytic Studies.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($10.00).

Descriptors: exceptional child education; delinquency; psychotherapy; emotionally disturbed; delinquency causes; delinquent behavior; social psychology; delinquent rehabilitation; psychiatry; psychological patterns; child psychology; developmental psychology; special services; etiology; mental health; behavior problems; neurosis; psychosis

A variety of viewpoints and case studies are presented in this collection of 37 articles by American and European experts in psychoanalytic practice and theory especially in its relationship to delinquency. Information about services for delinquents in Great Britain, India, Holland, and in some areas of the United States is included. Articles are presented under the headings of general problems, clinical problems, technique and therapy, etiology and development, social psychology, penology, and surveys. A bibliographical outline of August Aichhorn and a 28 item bibliography of his writings are given. (JA)

ABSTRACT 20634

EC 02 0634 ED 012 065
Publ. Date 67 63p.
Wright, Logan
Reliability, Validity and Favorability of Behavioral Change in Children.
Oklahoma University, Oklahoma City, Medical Center
Office of Education, Washington, D. C., Bureau of Research
EDRS not available
OEC-3-6-068554-1740
BR-6-8554

Descriptors: exceptional child research; tests; behavior; test construction; item analysis; test validity; behavior rating scales; counseling effectiveness; psychotherapy; behavior change; test reliability

This study was designed to determine the reliability, validity, and social favorability ratings of 941 items that were thought to be descriptive of change in children's behavior. This pool of items could then be used for scales measuring the outcome of counseling and psychotherapy with children. The validation and cross-validation samples included 50 parents each who rated the items according to their child's behavior at the beginning and end of treatment at a child guidance clinic. Independent therapists also rated the child's progress in treatment through the results recorded by the clinic staff. A separate parent sample was used for rating social favorability of the items. Correlations of ratings showed that the majority of the items investigated were reliable in favorability and validity on a test-retest reliability check. The validity of the items could not be demonstrated because a given item appeared closely tied to the presenting problem of the child. The project implications are that four scales for measuring outcomes of treatment for children with specific problems should be developed from the items investigated. (NS)

ABSTRACT 20734

EC 02 0734 ED N.A.
Publ. Date Nov 69 8p.
Maynard, Peter E. and Others
Group Counseling with Emotionally Disturbed Students in a School Setting.
EDRS not available
Journal of Secondary Education; V44 N7 P358-65 Nov 1969

Descriptors: exceptional child research; emotionally disturbed; group conseling; verbal communication; nondirective counseling; behavioral counseling; behavior change; reinforcement

Two methods of short term group counseling on the behavior of emotionally disturbed students in special classes were studied. Verbal reinforcement counseling primarily focused on counselor suggested, descriptive classroom behavior problems while client-centered group counseling maintained a free environment for discussion of all topics. Four groups of behaviorally disturbed junior high students of average intelligence received five 50-minute counseling periods and another special class served as a control group without counseling. The descriptive data resulting from teacher's ratings of the behavior of the students demonstrates that on five behavior variables the students in the counseled groups showed a higher mean rating, indicating better classroom behavior than those who received no counseling. Comparisons showed that there were no significant differences in behavior variables between the students who received client-centered counseling and those students who were in the verbal reinforcement counseling group. It was felt that the school counselors who may lead groups can work effectively though without special training, and that groups of students in special classes can be effectively counseled as a total group. (WW)

ABSTRACT 20783

EC 02 0783 ED 029 341
Publ. Date Aug 68 104p.
Wallace, Glen K.
A Cooperative Program for the Alleviation of Juvenile Behavior Problems. Final Report.
Oklahoma State Department of Education, Oklahoma City
Department of Health, Education and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; behavior problems; community agencies (public); cooperative planning; cooperative programs; counseling effectiveness; counseling instructional programs; delinquency prevention; experimental programs; secondary school students; teamwork; attitudes; attendance

A multiagency approach to provide intensive counseling services for pupils with behavior problems in grades 7 through 12 was used in the 3-year project. The cooperating agencies were the public schools, Juvenile Court, Vocational Rehabilitation Division, and the Department of Public Welfare of Tulsa, Oklahoma. The 171 selected students were enrolled in a supervised study course one hour of the school day which provided special group and individual counseling. A matched control group remained in the regular curriculum with the usual counseling services available to them. Attendance, grade point average, attitude, school offenses, and court referrals were the variables used to evaluate the project. Statistical analysis showed only a small difference in the number of school offenses for the experimental and control groups. This lack of objective findings in support of the project was suggested to be due to an unequal matching of groups and the use of variables not sensitive enough to measure change occurring. The staff of the project reportedly agreed on the effectiveness of agency coordination. (NS)

ABSTRACT 20790

EC 02 0790 ED 026 665
Publ. Date Jan 68 10p.
Thomson, Ruth
Volunteers to Prevent Emotional Problem[illegible] Children, Summary Progress Report.
Counseling Service of Addison County, Inc., Middlebury, Vermont
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: behavior problems; college students; elementary school students; mental health clinics; mental health programs; tutorial programs; prevention; student volunteers; underachievers; counseling services; emotional problems

The Counseling Service of Addison County, a community mental health clinic begun in 1966 as a four-year project to determine whether emotional problems could be prevented by the early assignment of college student volunteers to underachievers in the early grades of elementary school is presented. The progress report of the second year, records, report card grades, and achievement test scores are reviewed. The California Test of Personality, the Goodenough-Harris Drawing Tests and the Bender Visual Motor Gestalt Test are reported as administered along with a behavior-rating scale completed by the teachers. Although the data is not yet statistically significant, it is pointed out that observations by teachers and parents were favorable. It appears that the volunteer college student is generally more stable than the average student. While all data is tentative and too early for definite conclusions, the project has continued to progress in its second phase according to the original plans. (KP)

ABSTRACT 20840

EC 02 0840 ED 032 708
Publ. Date 68 166p.
Rainer, John D., Ed.; Altshuler, Kenneth Z., Ed.
Psychiatry and the Deaf.
New York State Psychiatric Institute, New York;
New York University, New York, Center for Research And Training in Deafness Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; emotionally disturbed; psychiatry; residential schools; parent counseling; adjustment (to environment); vocational adjustment; counseling; family relationship; institutionalized (persons); case studies (education); schizophrenia; behavior problems; psychological evaluation; group therapy; psychiatric services; state programs; psychotherapy; environmental influences

A compilation of presentations from a meeting on psychiatry and the deaf, the text includes the following discussions: background and history of the New York State mental health program for the deaf; an introduction to the program of the New York School for the Deaf; school psychiatric preventive programs; adjustment problems presented by a panel of deaf adults; and a demonstration of a psychiatric inpatient program including a tour of facilities, case presentations, group therapy, and an occupational therapy workshop. Additional topics considered are theoretical considerations in development and psychopathology of the deaf, diagnostic aspects including psychiatric and psychological examinations, group therapy with adolescents, psychiatric treatment, state wide organization of psychiatric services, alternative communication systems for the deaf, cultural and environmental influences in emotional development, and group psychiatry for the hospitalized deaf. Diagnostic evaluation of hearing impaired children, a pilot program for a state hospital, a plan for a clinical and research program for psychotic patients, and a conference summary are also discussed. (RJ)

ABSTRACT 20867

EC 02 0867 ED 027 690
Publ. Date 68 479p.
Eissler, Ruth S., Ed. and Others
The Psychoanalytic Study of the Child. Volume XXIII.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($12.00).

Descriptors: emotionally disturbed; child development; personality; psychiatry; psychological patterns; psychotherapy; emotional maladjustment; personality theories; personality development; visually handicapped; legislation; neurosis; adolescents; family (sociological unit); mentally handicapped; case records; body image; music; nonverbal communication; blind

Twenty-seven papers treat aspects of the psychoanalytic study of the child. Problems of psychopathology and therapy considered are the fantasy of the phallic woman, the use of child analysis, the background of perversions, variables in the production of neurotic disturbances, treatment of narcissistic personality disorders, and problems of the ownership of the body. Contributions to psychoanalytic theory concern the relation of explaining and understanding, the theory of defense, the economic point of view and defense, form and content, and the concept of ego apparatus. Aspects of normal and pathological development include character formation, patterns in blind and sighted infants, conscience development, the development of music ability, and the early genital phase. Clinical contributions involve the re-education of a retarded blind child; a blind child's trip to the hospital; communication in the treatment of a child tiqueur; and object cathexis in a borderline twin. The relevance of psychoanalytic theory to jurisprudence is also considered. An author index contains articles from the first 22 volumes in the series. (JD)

ABSTRACT 20945

EC 02 0945 ED 033 486
Publ. Date 69 374p.
Axline, Virginia M.
Play Therapy.
EDRS not available
Department CS, Ballantine Books, 101 Fifth Avenue, New York, N. Y. 10003 ($1.25).

Descriptors: exceptional child education; emotionally disturbed; play therapy; psychotherapy; behavior problems; communication (thought transfer); therapists; self concept; case studies (education); group dynamics; family relationship; adjustment problems; permissive environment; maladjustment; individual development; student teacher relationship

An introduction to children with emotional problems is followed by discussions of the non-directive play therapy situation and participants: the playroom and suggested materials, the child, the therapist, and the parent or parent-substitute as an indirect participant. The eight basic principles of non-directive therapy are considered along with problems in establishing rapport, accepting

the child completely, establishing a feeling of permissiveness, recognizing and reflecting feelings, maintaining respect for the child, allowing the child to lead the way, not hurrying therapy, and knowing the value of limitations. Implications for education mentioned are practical schoolroom application of nondirective methods and application to parent-teacher relationships and to teacher-administrator relationships. Annotated therapy records from cases of children aged 4 to 12 years are presented. (LE)

ABSTRACT 21022

EC 02 1022 ED N.A.
Publ. Date 55 544p.
Caplan, Gerald, Ed.
Emotional Problems of Early Childhood.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child services; exceptional child research; emotionally disturbed; preschool children; psychotherapy; personality; prevention; parent counseling; research methodology; family relationship; child psychology; psychotic children; clinical diagnosis; hospitalized children; schizophrenia; emotional problems; mental illness; social work; early childhood; case studies; parent child relationship

Clinical cases, discussions, and research reports are compiled in the areas of preventive aspects of child psychiatry, the relation of physical and emotional factors and problems of hospitalization, and problems of psychosis in early childhood. A commentary on additional observations of early childhood psychosis, and an appendix containing the organization and procedure of the International Institute of Child Psychiatry is included. (RD)

ABSTRACT 21066

EC 02 1066 ED N.A.
Publ. Date 69 7p.
Taylor, A. J. W.
The Cultural Handicap in University Education.
EDRS not available
Journal of Special Education; V3 N3 P295-301 Fall 1969

Descriptors: exceptional child education; foreign students; counseling services; international programs; cultural differences; individual counseling; social problems; personal adjustment; student attitudes; adjustment problems

The Student Counseling Service at Victoria University in New Zealand is described in terms of objectives, frequency and characteristics of student participants, and need for such services. Problems in personal and social adjustment of foreign students are presented, and descriptive behavior characteristics, attitudes, and fears of these students are also provided. Recommendations for decreasing the cultural handicaps to both academic learning and personal adjustment are included. (RD)

ABSTRACT 21117

EC 02 1117 ED 025 543
Publ. Date Apr 67 22p.
Sussman, Robert B.; Zimberg, Sheldon
Psychiatric Consultation with Public Schools in an Underprivileged Neighborhood.
EDRS mf,hc
Paper Presented at A Meeting of the American Orthopsychiatric Association (Washington, D. C., April 22, 1967).

Descriptors: administrative problems; conflict; consultation programs; counselors; disadvantaged schools; disadvantaged youth; elementary schools; elementary school students; ghettos; group therapy; psychiatrists; student attitudes; exceptional child services; Harlem (New York City)

This paper deals with the experiences of two psychiatric consultants at four public elementary schools in the central Harlem area of New York City. Administrative conflicts resulted in the abandonment of the consultation project at one school. In the remaining three schools the consultants provided help as specifically requested by the school guidance counselors. In one school the consultants supervised the guidance counselor in conducting group therapy sessions with seven 9-year-old children. In the other two the consultants conducted group discussions with counselors and teachers. The results of the project indicate that psychiatric consultants can help the school staff to cope with inappropriate attitudes and with conflicts among themselves. (LB)

ABSTRACT 21167

EC 02 1167 ED N.A.
Publ. Date 70 36p.
Gendlin, Eugene T.; Rychlak, Joseph F.
Psychotherapeutic Processes.
EDRS not available
Annual Review of Psychology; V21 P155-90 1970

Descriptors: psychotherapy; methods research; research reviews (publications); behavior theories; techniques; patients (persons); therapists; family counseling; behavior change; graduate students

Research publications of 1968 concerning psychotherapeutic processes are presented illustrating the areas of therapeutic techniques, patient or therapist variables, methodological research studies, outcome studies, and theoretical topics. A summary of trends in 1968 and literature citations are also included. (RD)

ABSTRACT 21195

EC 02 1195 ED 026 670
Puol. Date (68) 44p.
Back, Audrey
Pupil Discovery Training. The Application of Filial Therapy to the Teacher Student Relationship.
Sayreville Public Schools, New Jersey
EDRS mf,hc

Descriptors: exceptional child research; counseling services; counseling theories; elementary school counseling; emotionally disturbed; inservice education; parent participation; play therapy; teacher participation; therapeutic environment

Filial therapy is the process of training parents in the ideas and techniques of play therapy, so that they can continue therapy at home. Extending the same idea to the school would reach less severely disturbed children who might not otherwise receive therapy, and would expand the therapeutic community to reach many more children. Teachers, as therapists, would work preventatively, feel better equipped to discuss problems with parents, and probably benefit in overall classroom technique from the training. The 11 teachers from the Jesse Selover Elementary School in Sayreville, New Jersey, were trained in filial therapy techniques and worked with withdrawn pupils from their own classes, grades kindergarten through 5. Each teacher met with the experimental pupils 45 minutes once a week for 17 weeks, and met once a week in group discussion. Significant differences were found between experimental and control groups, the experimental reaching regular classroom average in social behavior. (BP)

ABSTRACT 21362

EC 02 1362 ED N.A.
Publ. Date Mar 70 6p.
Anderson, Robert P.
A Neuropsychogenic Perspective on Remediation of Learning Disabilities.
EDRS not available
Journal of Learning Disabilities; V3 N3 P143-8 Mar 1970

Descriptors: learning disabilities; neurology; psychology; program descriptions; self concept; psychotherapy; personality problems; language development; after school programs; educational therapy

A perspective on learning disabilities which takes into account both neurologic and psychogenic factors is considered. A specific program is described to illustrate how a curriculum may be based on the neuropsychogenic model. The program provides the child with training for language-perceptual deficits as well as concurrent psychotherapeutic experiences to help him cope with negative, self-defeating attitudes. (Author)

ABSTRACT 21431

EC 02 1431 ED N.A.
Publ. Date Sep 67 22p.
Sinnett, E. Robert; Niedenthal, Linda K.
The Use of Indigenous Volunteers in a Rehabilitation Living Unit for Disturbed College Students. Research Report Number 1.
Kansas State University Student Health Service, Manhattan, Rehabilitation Living Unit
EDRS not available
Kansas State University, Student Health Center, Manhattan, Kansas 66502.

Descriptors: exceptional child research; emotionally disturbed; group living; counseling services; student volunteers; college students; peer relationship; group counseling; counselor characteristics; counselor role; program evaluation; group relations; dormitories; emotional problems; emotional adjustment; counseling effectiveness

To assist emotionally disturbed college students, a living unit established in a dormitory housed clients and student volunteers. Clients were referred by counselors; volunteers were selected as indigenous nonprofessionals. Clients received counseling or psychotherapeutic services from professionals as well as informal assistance from volunteers; professional consultation was also available for volunteers; and weekly meetings of all project members were held. Student helpers were not distinguished by dress, status, or title, and there were no socioeconomic differences between groups. Of the approximate annual caseload of the Counseling Center, about 50 students were nominated each year (from 1963 to 1966) for the living unit; diagnoses of disturbances were 45.4% schizophrenia, 21.4% schizoid personality, 14.3% for both psychoneurosis and personality trait disturbance, and 4.7% adjustment reaction of adolescence. For the first semester of the project, informal contacts with others were more highly valued by clients than counseling appointments; in subsequent semesters counseling ranked first in helpfulness with peer contact second. Only 4 of 28 students were known dropouts although a control testing group also showed a low attrition rate. (RJ)

ABSTRACT 21442

EC 02 1442 ED N.A.
Publ. Date Jan 70 9p.
Osorio, Luiz Carlos
Milieu Therapy for Child Psychosis.
EDRS not available
American Journal of Orthopsychiatry; V40 N1 P121-9 Jan 1970
Paper Presented at the Brazilian Meeting on Child Neuropsychiatry (1st, Guaruja, Sao Paulo, August, 1968).

Descriptors: child psychology; psychosis; milieu therapy; psychotherapy; therapeutic environment; group therapy; schizophrenia; emotionally disturbed; group activities

Discussed are milieu therapy and a therapeutic community (Kanner Institute) in Brazil. The use of psychodrugs is limited, and electroshock and insulin therapy are not used. The community's structure and activities are described, and several brief case studies are reviewed. The importance of the discharge period and indications of results to this point are considered. It is felt that milieu therapy may replace the so called biological methods. (JM)

ABSTRACT 21459

EC 02 1459 ED 034 337
Publ. Date 69 224p.
Szurek, S. A., Ed.; Berlin, I. N., Ed.
The Antisocial Child, His Family and His Community. The Langley Porter Child Psychiatry Series--Clinical Approaches to Problems of Childhood, Volume 4.
EDRS not available
Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306.

Descriptors: exceptional child services; anti social behavior; psychotherapy; delinquent rehabilitation; psychiatric services; delinquency; behavior problems; behavior development; psychological patterns; behavior change; juvenile courts; youth agencies; mental health programs

Eighteen papers consider the antisocial child. The genesis of his behavior is discussed in terms of psychopathic personality trends, acting out, and sexual disorders; emotional factors in the use of authority and the contribution of controls to corrective learning are discribed. Efforts at psychiatric treatment are reviewed with reference to clinical and psychotherapeutic work with delinquents, aspects of glue sniffing, and relations between referring sources and child guidance clinics. The roles of the courts, other agencies within the legal structure, and child psychiatrists are treated; also treated are aspects of mental health consultation to community agencies and schools. (JD)

ABSTRACT 21495

EC 02 1495 ED 034 373
Publ. Date Aug 69 71p.
Ashcraft, Carolyn W.
School Achievement of the Emotionally Handicapped Child Following Clinic Treatment.
George Peabody College for Teachers, Nashville, Tennessee
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-32-52-0120-5026

Descriptors: exceptional child research; emotionally disturbed; academic achievement; self concept; self evaluation; testing; program evaluation; parent conseling; psychotherapy; counseling effectiveness; parent attitudes; maladjustment; rating scales

A series of three studies of emotionally disturbed children had, as objectives, to discover the effectiveness of clinical treatment on academic achievement and self concept and to determine if children of parents who also received counseling show more improvement than those whose parents did not. The control (C) group consisted of children who did not receive treatment, although it was recommended; the experimental (E) group consisted of those treated. The results indicated that over a 5-year period there was no significant difference in academic achievement with neither group catching up to normal peers. The E group did better immediately after treatment and then tapered off, indicating that treatment might be more helpful if continued. A second finding was that the earlier the treatment, the more improvement shown. The second study indicated that the C group had a higher sense of physical self concept and identity. It was suggested that the E group became introspective and honest with themselves during treatment, but its cessation left them without the means to utilize these characteristics for personal strength. The parental consistency study was inconclusive. Graphs and tables of results are included. (JM)

ABSTRACT 21554

EC 02 1554 ED N.A.
Publ. Date 61 208p.
Ginott, Haim G.
Group Psychotherapy with Children.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($6.95).

Descriptors: emotionally disturbed; psychotherapy; group therapy; play therapy; parent counseling; physical environment; group dynamics; group relations; psychotic children; toys; research reviews (publications); counseling

Intended to give clear descriptions of play therapy techniques and of the rationale which supports them, the text discusses procedures designed to meet the needs of children. A theoretical framework for group play therapy is followed by considerations of patient selection, group composition, differential diagnosis through observations, a rationale for toy selection, and the environments of play and activity rooms. Problems encountered in the therapy hour, techniques, the theory and practice of limits, and qualities and qualifications of therapists are discussed. Also treated are obstacles and areas of research, group screening, and parent guidance groups. (RJ)

ABSTRACT 21567

EC 02 1567 ED 022 806
Publ. Date Aug 67 21p.
Wattenberg, William W.
Deviancy and the Disadvantaged.
EDRS mf,hc
Paper Presented at the Conference on the Disadvantaged (University of Wisconsin, Milwaukee, June 8-9, 1967).

Descriptors: behavior patterns; counseling; delinquents; disadvantaged youth; economic disadvantagement; group behavior; group counseling; hostility; lower class; middle class norm; neurologically handicapped; rehabilitation; school environment; social attitudes; social differences; socially deviant behavior; teacher attitudes

This conference paper points out that there are different patterns of social deviancy among the various socioeconomic classes, and remedial treatment must take this class differential into account. For example, practitioners should be aware that there is a greater incidence of brain damage among children from impoverished families, and that lower-class deviancy is more aggressive and blatant than middle-class deviancy. Much of the hostility of disadvantaged youth stems from their subordinate, marginal role in society. Since these youths tend to function best in groups, therapy or counseling might be most effective in a group situation. Moreover, in the remediation process a preconceived notion of how children should act serves a self-fulfilling prophecy and hinders successful treatment. Educators and social practitioners should have a specific understanding of the disadvantaged child and actively realize that poverty contributes heavily to

the deviancy which exists among members of the lower class. Reactions to this conference paper are included. (DK)

ABSTRACT 21702

EC 02 1702 ED N.A.
Publ. Date Jul 69 14p.
Minde, Klaus K.; Werry, John S.
Intensive Psychiatric Teacher Counseling in a Low Socioeconomic Area: A Controlled Evaluation.
EDRS not available
American Journal of Orthopsychiatry; V39 N4 P595-608 Jul 1969
Paper Presented at the Annual Meeting of the American Psychiatric Association (Boston, Massachusetts, 1968).

Descriptors: exceptional child research; disadvantaged youth; emotionally disturbed; behavior; mental health programs; behavior patterns; intervention; counseling

The classroom behavior of 20 normal and 40 disturbed children in grades 3 through 7 in a low socioeconomic neighborhood school was rated by observers using frequency counting in 200 to 250 20-second periods over 2 weeks. Background variables were also assessed. Classroom ratings significantly discriminated between normal and disturbed children in 10 out of 11 categories of behaviors; 20 of the disturbed children were given an intensive period of treatment. Behavior ratings at the end of the treatment period and 1, 3, and 12 months later indicated no overall treatment effect although global ratings 3 months after treatment, ranked a significantly higher number of treated children as improved when compared to the untreated group. (LE)

ABSTRACT 21729

EC 02 1729 ED N.A.
Publ. Date Jun 65 3p.
Scheer, Ralph M.; Sharpe, Willie M.
Group Work as a Treatment.
EDRS not available
Mental Retardation; V3 N3 P23-5 Jun 1965
Paper Presented at an American Association on Mental Deficiency Regional Conference (Fort Wayne, Indiana, Sep. 29, 1962).

Descriptors: exceptional child services; mentally handicapped; group therapy; psychotherapy; institutionalized (persons); social adjustment; emotional development; interpersonal relationship

Positive group work is a therapeutic tool especially recommended for residents who are the product of a deprived environmental background, newly arrived youths from an overprotected home environment, openly defiant or delinquent adolescents, and those with brain injury, aphasia, epilepsy, or physical handicaps. Group programs are divided into play groups, teenage groups, and young adult groups. Play groups, for children 7 to 14 years old, are designed as a beginning social experience and hence are permissive and minimally structured. An extension of the play group, the friendship club, copes with ego-centered behavior, discusses programs, handles conflicts, makes decisions, and develops norms, values, and identity. Retarded teenagers experience many of the problems of normal teenagers. The teenage club discusses feelings and problems. The young adult group (ages 20 to 35 years) is usually concerned with heterosexual relationships, vocational aspirations, and role identifications. Discussion is the main treatment tool. Values of group work are that it promotes personality and social development, fosters self esteem, self reliance, and individual support through group identification, and offers opportunity to test roles. (TL)

ABSTRACT 21970

EC 02 1970 ED 036 949
Publ. Date Dec 69 214p.
Schiffer, Mortimer
The Therapeutic Play Group.
EDRS not available
Grune and Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($8.75).

Descriptors: exceptional child services; emotionally disturbed; play therapy; group therapy; staff role; therapists; behavior problems; aggression; group dynamics; case studies; group relations; communication (thought transfer); facility requirements; toys; psychotherapy; teamwork; inservice teacher education; teacher seminars; school services

A discussion of group play therapy includes chapters on the school as a setting for treating emotionally disturbed children and focuses on suggestions for group workers. A synopsis of the play group treatment process precedes a description of considerations in organizing groups and methods for working with the children. Recommendations are made for furnishings and equipment in the play room. Also mentioned are problems in diagnosis, symptomatic behavior, individual differences, treating unusual problems, and therapist influences. Clinical programs in schools, analysis of a play group in an elementary school, and a seminar in child psychology for teachers are discussed, and cases are cited throughout. (RJ)

ABSTRACT 21972

EC 02 1972 ED 036 951
Publ. Date May 68 141p.
The Diagnostic and Adjustment Center. End of Budget Period Report.
St. Louis Board of Education, Missouri
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; psychoeducational clinics; student evaluation; interdisciplinary approach; educational programs; program evaluation; emotionally disturbed; behavior problems; anti social behavior; reinforcement; teaching methods; classroom environment; academic achievement; consultation programs; case studies (education); counseling

A pilot project to provide educational, psychological, and social services for elementary school children who are educationally retarded, emotionally disturbed, or socially maladjusted was developed to help a school system deal more effectively with disruptive or learning disabled children. An interdisciplinary approach was used and three major types of activities were implemented: social, educational, and psychological diagnoses with planned remediation; development of eight special classes; and a consultation program to help regular class teachers recognize incipient difficulties. These activities are described as are pupil behaviors in the classes and an evaluation of 27 experimental students who had been in the project for a minimum of 6 months. In reading and arithmetic achievement and on the full scale Wechsler Intelligence Scale for Children the experimentals progressed significantly more than controls who remained in regular classes. The pilot program was considered a success and a new program has begun focusing on expanding the service and training already initiated. Appendixes contain records, applications, forms, reports, and case studies. (RJ)

ABSTRACT 21973

EC 02 1973 ED 036 952
Publ. Date 69
Bushfield, Bernard L., Jr. and Others
Out of Wedlock Pregnancy: What Happens Next?
Crittenton Hastings House of the Florence Crittenton League, Boston, Massachusetts
EDRS not available
Crittenton Hastings House, 10 Perthshire Road, Boston, Massachusetts 02135 ($1.75).

Descriptors: exceptional child services; unwed mothers; psychotherapy; group therapy; case studies; adjustment (to environment); psychological evaluation; participant characteristics; group relations; emotional adjustment; interpersonal relationship; parent child relationship; self concept; counseling effectiveness; personality

Based on three studies of unwed mothers, a demonstration project was designed to provide information concerning the problems of adapting to the community following a maternity home experience. Ten girls from one home were selected for group therapy. Six case studies are provided which include a case summary, psychiatric interview, assessment of group psychotherapy, psychological evaluation, and psychiatric follow-up. Case summaries are also presented for control subjects and program dropouts. Of the 18 girls (controls and experimentals), not one became pregnant again during the 2 year study. Only one girl had a close relationship with her parents; many saw themselves as loners and were unable to communicate deep feelings by words. Of the six therapy group members who remained in the program for a full year, all showed a significant increase in self esteem; girls in the experimental group also improved. Eight

salient factors are considered which seemed to operate in the successful rehabilitation of the mothers after their return from a maternity home. (RJ)

ABSTRACT 21975

EC 02 1975 ED 036 954
Publ. Date 68 114p.
Sutton, Jeannette Schur and Others
A Program to Increase the Motivation of Low Achieving Students. Final Report.
Central School District Number Two, Syosset, New York
New York State Education Department, Albany, Division Of Research
EDRS mf,hc

Descriptors: exceptional child research; low achievers; motivation; guidance programs; student seminars; cultural activities; field trips; counseling; guidance; social studies; academic achievement; attendance; remedial reading; English; special classes; guidance counseling

A 3-year guidance program to increase achievement level and motivation admitted 73 low achieving 10th graders. Experimental subjects were assigned to seminar or non-seminar groups; controls remained in the usual slow track. Both experimental groups were divided into smaller groups for flexibly programed classes in English, social studies, and reading and for guidance classes; both groups participated in weekly cultural programs and field trips. The seminars for the one group provided individual counseling, conferences, supervised study, and library work. Students were evaluated throughout the program. Results varied from year to year but there were no significant differences in IQ or motivation. Although all had losses in achievement test scores at the end of the 1st year, the seminar group ranked first at the close of the program on every criterion measure variable, thus suggesting a differential response to the program. (JD)

ABSTRACT 22039

EC 02 2039 ED N.A.
Publ. Date Jan 70 5p.
Burns, Brenda S.
The Use of Play Techniques in the Treatment of Children.
EDRS not available
Child Welfare; V49 N1 P37-41 Jan 1970

Descriptors: play therapy; psychotherapy; emotionally disturbed

Seven ways in which play techniques can be used in treating children with emotional disorders are described. The techniques, each illustrated by a case example, are ventilation and release of tension through body activity, calming the nerves, working through problems, communication, regression, the development of skills, and the modification of life style. (RJ)

ABSTRACT 22053

EC 02 2053 ED N.A.
Publ. Date 69 86p.
Hankoff, L. D.; Robbins, Lewis L.
Emergency Psychiatric Treatment; A Handbook of Secondary Prevention.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.50).

Descriptors: emotionally disturbed; emergency programs; psychiatry; psychotherapy; crisis therapy; intervention; drug therapy; administrative organization; prevention; psychiatric services

The text attempts to present a comprehensive picture of all major aspects of emergency psychiatric treatment. Discussions include a clinical overview of the psychiatric emergency, the goals and function of emergency care, an overview of treatment, psychotherapeutic intervention, decision-making, and pharmacotherapy. Attention is also given to the emergency home visit, crisis intervention, suicide prevention, the administration of the emergency service, staff attitudes, risks and cautions, and the prevention of violence. (JM)

ABSTRACT 22055

EC 02 2055 ED N.A.
Publ. Date 66 310p.
Ard, Ben N., Jr., Ed.
Counseling and Psychotherapy.
EDRS not available
Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306.

Descriptors: emotionally disturbed; psychotherapy; counseling; counseling theories; personality change; counseling goals; religious conflict; rational therapy; self actualization; ethical values; behavioral sciences

Papers in the collection include discussions on an integrated theory of counseling, a critique of developments in personality counseling theory, theoretical principles of counseling, a client-centered framework of therapy, some principles of directive counseling and psychotherapy, minimum change therapy, the essence of rational therapy, reality therapy for the young offender, conditions of therapeutic personality change, and requisite conditions for basic personality change. Additional areas of concern are basic propositions of a self-actualization psychology, counseling ethics, the neutrality of counselors, value change in counseling, the fusion of discipline and counseling in education, constructive features of the concept of sin, sin in relation to psychotherapy, psychological data and human values, psychotherapy and the objectivist ethics, and a psychotherapist's view toward religion. (JM)

ABSTRACT 22066

EC 02 2066 ED 034 267
Publ. Date Feb 69 27p.
Rachman, Arnold William
The Role of Fathering in Group Psychotherapy with Adolescent Delinquent Males.
American Group Psychotherapy Association, New York, New York
EDRS mf
Presented at the American Group Psychotherapy Association Convention (New York, New York, Feb. 5-8, 1968).

Descriptors: adolescents; delinquency causes; delinquent rehabilitation; delinquents; family attitudes; family influence; fatherless family; fathers; group therapy; males; negative attitudes; parent role; psychotherapy

The psychological role of the father in the life of an adolescent is crucial. Delinquent adolescent males have severe problems in the oedipal area. Most have had negative father-son relationships. The study group was composed of 25 boys who were on parole. Outpatient psychiatric treatment was a condition of their parole. Of the 25, 23 had fathers who fell into a negative father role. The group therapy approach used in this study was similar to the Relationship-Experential Focus outlined by Scheidlinger. The group therapist needs to establish a therapeutic relationship where the positive attitudes of a father transference predominate. The three different phases of the group's existence are engaging their (individual) interest, encountering a caring adult, and leaving the group with the image of a positive experience with an adult. Potential group members are seen individually until they have begun to relate to the therapist. Then they are placed in the group. The most meaningful changes seen so far in this type of therapy are changes in the adolescent's perception and relationships toward adults, especially adult authority figures, changes in behavior toward adults outside the group, and a decrease in undetected delinquent activity. (KJ)

ABSTRACT 22075

EC 02 2075 ED 032 585
Publ. Date Oct 68 11p.
Schimel, John L.
Dilemmas of the Gifted Adolescent.
EDRS mf,hc
Paper Presented at the William Alanson White Institute 25th Anniversary Symposium, Oct. 19, 1968.

Descriptors: emotionally disturbed; gifted; psychotherapy; self concept; abstract reasoning; creativity; adolescents

The gifted adolescent who presents himself for therapy is distinguished from other adolescents in at least two ways. His view of himself and the world is more abstract, and his identification in finding his place in a social continuum is more difficult. Yet, the gifted adolescent has much in common with all adolescents. The clinician, however, like the teacher, can distinguish these gifted individuals. The gifted are capable of more developed and skillful manipulations of the higher abstractive functions. Creativity is more likely to occur in the gifted. Since gifted adolescents tend to report in terms of high level abstractions and express many complex theories, it may take special effort to get data from them upon which new catagories and theories can be developed. The therapist must be able to distinguish the thin line between the gifted schizophrenic and the non-schizophrenic, be free to enter the

realms of abstract thought, be aware of the gifted's ego expressive functions and defensive functions, and be able to meet the patient on his grounds. Accepting their superior abilities and the inferiority of others is helpful for the gifted, particularly in relating to others. (Author/KJ)

ABSTRACT 22116

EC 02 2116 ED 024 076
Publ. Date Mar 68 10p.
Manaster, Al; Kuchuris, Sue
Experiential Methods in a Group Counseling Program with Blind Children.
American Society Group, Psychotherapy and Psychodrama, Beacon, New York
EDRS mf,hc
Paper Presented at the American Society Group, Psychotherapy and Psychodrama 27th Annual Conference (New York, New York, March 30, 1968).

Descriptors: exceptional child research; visually handicapped; adolescents; group counseling; group experience; sensitivity training

The paper has tried to describe some of the experiential techniques and methods used in a group counseling situation with blind adolescents. Also, it shows that by using these methods, the group advanced a little further and a little faster than might otherwise have occurred. During the clinical services meetings, the other group leaders stated that their groups were often avoiding confrontations of their feelings, while we were able to state that members of our group sometimes overwhelmed us with their insights. Possibly, this was because these techniques kept the members alert and involved, showed them that we were interested and would let them do and say things that would normally have been forbidden, and let them know that we wanted to offer a chance to experience new things. Because of this, their reactions and interactions were more spontaneous and off-guard. (Author)

ABSTRACT 22152

EC 02 2152 ED N.A.
Publ. Date Apr 70 10p.
Carroll, John P.
Guidance Liaison Services in a Program for Graduates of a School for the Deaf.
EDRS not available
Journal of Rehabilitation of the Deaf; V3 N4 P26-35 Apr 1970

Descriptors: exceptional child services; aurally handicapped; guidance counseling; pupil personnel services; counseling programs; continuous guidance; graduate students

The paper describes a followup program in guidance initiated at the Boston School for the Deaf designed to provide guidance services to young deaf graduates in the attempt to assist in their successful transition from the school. Specific activities of the program are outlined, and a teacher questionnaire for evaluation is included. (RD)

ABSTRACT 22245

EC 02 2245 ED N.A.
Publ. Date Feb 70 4p.
Phillips, Gary L.
The Centrality of Autonomy in Psychotherapy with the Adolescent.
EDRS not available
Child Welfare; V49 N2 P78-81 Feb 1970

Descriptors: psychotherapy; adolescents; counseling theories

The conceptual frameworks of Erik Erikson and Anna Freud are used to describe the characteristics of the adolescents; for both it is essential that the teenager have room to grow, choose, and move according to his needs. Operational procedures in psychotherapy are listed based on this centrality of autonomy: the adolescent initiates and terminates the therapy; he makes and keeps his appointments; he chooses what he will discuss; and the therapist avoids taking sides but interprets and clarifies behavior, thought, and feelings. (RJ)

ABSTRACT 22362

EC 02 2362 ED N.A.
Publ. Date Apr 70 19p.
Chough, Steven K.
Challenge of Psychiatric Social Work with the Deaf.
EDRS not available
Journal of Rehabilitation of the Deaf; V3 N4 P7-25 Apr 1970

Descriptors: exceptional child services; aurally handicapped; social work; case worker approach; psychiatric services; rehabilitation counseling; communication skills

Psychiatric social work with the deaf is discussed in the following areas: the role and responsibilities of the caseworker, the importance of communication skills for effective interviewing, the establishment of the caseworker-patient relationship, the maintenance of professional decorum, the patient's improvement, and the use of the home visit. A currently active group-therapy program is described accompanied by a case illustration used to demonstrate group interaction. A social work trainee program and a design to educate the public in the area of the deaf are also presented. (Author/RD)

ABSTRACT 22380

EC 02 2380 ED N.A.
Publ. Date Jan 65 2p.
Conkey, Harlan D.; Buchan, L. Gerald
A Framework for Counseling with Hearing Impaired Children.
EDRS not available
Hearing News; V33 N1 P18, 22 Jan 1965

Descriptors: exceptional child services; aurally handicapped; counseling effectiveness; counseling goals; counselor attitudes; counselor role; auditory evaluation

Discussed is the need for counseling the acoustically impaired in a framework broad enough to provide for the uniqueness of this special condition. It is stressed that the counselor develop a philosophy which enables him to function comfortably and spontaneously with each child, and that this philosophy include an understanding of the hearing mechanism, the process of hearing, the somatopsychological relationship which exists between hearing impairment and the self concept, and the dynamics of behavior present in all people. (Author/JB)

ABSTRACT 22411

EC 02 2411 ED N.A.
Publ. Date 69 256p.
Sklansky, Morris A. and Others
The High School Adolescent: Understanding and Treating His Emotional Problems.
EDRS not available
Association Press, 291 Broadway, New York, New York 10007 ($6.95).

Descriptors: emotionally disturbed; adolescents; psychotherapy; personality; counselor role; parents; behavior; individual characteristics

The turmoil of adolescence, assessment of adolescent character formation, and the adolescent ego are discussed in a text which grew from over 15 years of case discussions. Other aspects considered are adaptive regressions, other ego adaptations and defenses, general and special considerations in treatment, termination of treatment, transference and countertransference, the parents of adolescents in treatment, identity and learning problems, and charcteristics of the effective counselor. (RJ)

ABSTRACT 22415

EC 02 2415 ED N.A.
Publ. Date Jan 70 3p.
Quarter, Jack J.; Laxer, Robert M.
A Structured Program of Teaching and Counseling for Conduct Problem Students in a Junior High School.
EDRS not available
Journal of Educational Research; V63 N5 P229-31 Jan 1970

Descriptors: exceptional child research; behavior problems; junior high school students; counseling instructional programs; counseling effectiveness

Three volunteer school counselors conducted sixteen structured teaching and counseling sessions with three groups of conduct problem students. Each 40 minute session was divided into a reading of the topic of the day, exchange of ideas, and application of the concepts to the students' lives. A group of controls received no treatment. The efficacy of the experimental treatment was questioned when no significant differences were found between experimental and control groups on a behavior rating scale. Possible reasons for the failure of the teaching/counseling approach are suggested. (RJ)

ABSTRACT 22431

EC 02 2431 ED N.A.
Publ. Date Apr 70 8p.
Ostwald, Peter F.
The Psychiatrist and the Patient Who Stutters.
EDRS not available

Journal of Nervous and Mental Disease; V150 N4 P317-24 Apr 1970

Descriptors: speech handicapped; stuttering; psychiatry; psychotherapy; individual characteristics

The psychiatrist's role in diagnosis and management of stuttering is discussed. Possible causes and characteristics of stuttering are listed; a description is given of the initial contact with a psychiatrist. Aspects of the diagnostic period are considered: communicating with the patient, planning the treatment approach, scheduling sessions, and payment. Also described are the treatment itself and specific psychotherapeutic tactics. (RJ)

ABSTRACT 22449

EC 02 2449 ED N.A.
Publ. Date 66 245p.
Freeman, Thomas and Others
Studies on Psychosis: Descriptive, Psycho-Analytic, and Psychological Aspects.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($5.50).

Descriptors: eomotionally disturbed; psychosis; psychiatry; psychotherapy psychological studies; schizophrenia; attention; classification

Discussed are the psychoanalytic theories of psychosis, psychoanalytic technique as an investigating procedure, disturbances of attention and concentration, object relations and cognitive dysfunction, and the nature and function of hallucinations. Also considered are the reaction of patients to an experimental situation, an approach to the classification and diagnosis of the functional psychoses, psychological studies of schizophrenia, and the psychoanalytic treatment of the psychoses. (JM)

ABSTRACT 22452

EC 02 2452 ED N.A.
Publ. Date 62 615p.
Riese, Hertha
Heal the Hurt Child.
EDRS not available
University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 ($10.00).

Descriptors: exceptional child education; disadvantaged youth; culturally disadvantaged; educational therapy; family relationship; parent attitudes; emotionally disturbed; sex education; psychotherapy; psychological studies; environmental influences; child psychology; therapeutic environment

The text describes a process of educational therapy used especially with extremely deprived Negro children. Discussions include a history of the educational therapy center, the relationship of the deprived child to his environment, inadequate home conditions, the normal and abnormal psychosocial economy of the family, and comments concerning parents and their attitudes toward therapy. Of major concern are the sex education and maturation of the child, the child's relation to objects, his identity in relation to objects, and the problems of language. The principles of therapy outlined involve the relationship of the child to the psychotherapist, the techniques of the educational therapy center approach, therapeutic education, the child's general introduction to therapy, and the major steps in therapy. An appendix contains a number of case histories. (JM)

ABSTRACT 22638

EC 02 2638 ED N.A.
Publ. Date 70 2p.
Anthony, William A.
The Physically Disabled Client and Facilitative Confrontation.
EDRS not available
Journal of Rehabilitation; V36 N3 P22-3 May-Jun 1970

Descriptors: exceptional child education; physically handicapped; adjustment problems; counseling; rehabilitation counseling; emotional adjustment

Adjustment problems encountered by a physically disabled person are discussed. Incongruous feelings concerning his disability are shown to have behavioral consequences. Reasons for the lack of honest interaction between the disabled person and normal persons are explained. The creation of facilitative conditions (an honest environment) and an effective confrontation technique by a rehabilitation counselor are shown to be necessary for the treatment of psychological problems of the physically disabled. (KW)

ABSTRACT 22678

EC 02 2678 ED N.A.
Publ. Date Jun 70 8p.
Wyne, Marvin D.; Skjei, Priscilla
The Counselor and Exceptional Pupils: A Critical Review.
EDRS not available
Personnel and Guidance Journal; V48 N10 P828-35 Jun 1970

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; gifted; underachievers; literature reviews; counseling

Literature dealing with counseling the mentally handicapped, the emotionally disturbed, and the gifted (achievers and underachievers) is reviewed. Limitations in research design and objectives are noted. Suggestions for future research are made. Changes in the school counselor's role and training program are made. (MS)

ABSTRACT 22704

EC 02 2704 ED N.A.
Publ. Date 70 264p.
Szasz, Thomas S.
Ideology and Insanity: Essays on the Psychiatric Dehumanization of Man.
EDRS not available
Anchor Books, 277 Park Avenue, New York, New York 10017.

Descriptors: emotionally disturbed; psychiatry; mental health; mental illness; psychotherapy; psychiatric services; psychiatric hospitals; ethical values; institutionalized (persons); criminology; human dignity

Included in the collection of readings on the psychiatric dehumanization of man are articles on the myth of mental illness, the mental health ethic, the rhetoric of rejection, and mental health as ideology. Additional papers are concerned with the possibilities of psychiatry, humanistic values in psychiatry, the insanity plea and verdict, and involuntary mental hospitalization. Treatises are also presented on mental health services in the school, the problem of the professional identity of academic psychiatry, psychiatric classification, and the outlook for psychiatry. (JM)

ABSTRACT 22823

EC 02 2823 ED N.A.
Publ. Date 62 45p.
Myklebust, Helmer R. and Others
Guidance and Counseling for the Deaf.
EDRS not available
American Annals of the Deaf; V107 N4 P370-415 Sep 1962

Descriptors: exceptional child services; aurally handicapped; counseling; guidance counseling; vocational counseling; social adjustment; personal adjustment; case studies

There is a critical need for guidance if the deaf are to achieve success personally, socially and vocationally. The discussion is concerned with guidance and counseling of the deaf and with techniques and procedures which might be utilized in meeting their needs. In addition to the person whose primary disability is deafness, some common problems encountered by the guidance worker include those of the gifted, the emotionally disturbed, the academically limited, the retarded, and the multiple handicapped. For most effective guidance and counseling, the authors recommend an organismic approach with extensive differential diagnosis and use of the case history. Recommended information includes identifying information, statement of the problem, medical and education histories, family and social histories, and employment history. Eight aspects of behavior requiring diagnostic evaluation listed were sensory abilities, intelligence, social maturity, personality and emotional adjustment, motor ability, communication ability, interests and aptitudes. Techniques were suggested for the study of each of these areas, and case studies were presented to show how they might be employed. (JB)

ABSTRACT 22999

EC 02 2999 ED N.A.
Publ. Date 70 383p.
Goos, Dorothy; Al-Saadi, Luetta
Help Me. A Way to Guide Troubled Youth.
EDRS not available
Thomas Publications Ltd., Box 208, Kaukauna, Wisconsin 54130 ($12.50).

Descriptors: exceptional child services; emotionally disturbed; residential programs; psychotherapy; adolescents; group living; program descriptions; institutional facilities; institutional administration

Residential treatment in a specialized open group setting for emotionally disturbed adolescents is the topic of a book on group living therapy. The planning of a therapeutic milieu, both the concepts and the mechanics of operation, focuses on an institution where emotionally disturbed adolescents live normal lives in a homelike setting with multidisciplinary professional supervision, but the principles of operation are applicable to other child care institutions also. Attention is given to physical requirements in the milieu (physical plant, food, clothing, medical program) and programing. The programing discussion considers at length the organization of staffing, placement, therapy, education, employment, leisure, transportation, and discharge planning. Finally, a portion of the book is designed as a manual to be used in establishing a group living therapy situation. The manual contains practical, mechanical details of operation, policies, and summaries of philosophy in each of the areas previously developed in the presentation of programing. (KW)

ABSTRACT 23101

EC 02 3101 ED N.A.
Publ. Date Apr 70 6p.
Levine, Rachel A.
Consumer Participation in Planning and Evaluation of Mental Health Services.
EDRS not available
Social Work; V15 N2 P41-6 Apr 1970

Descriptors: exceptional child services; emotionally disturbed; disadvantaged youth; social agencies; evaluation methods; cooperative planning; community services; mental health clinics; economically disadvantaged; social work; counseling

The hostility of the hard-to-reach poor toward social agencies and their rejection of services is attributed to an attitude of defiant despair when faced with no options or dignity of choice in the voluntary use of services. Participation in program planning and evaluation of results is shown to result in beneficial cooperation and profitable results. Outlined are new approaches in treatment method tried at a Community Consultation Center in New York City (gearing treatment to what the client rather than the social worker thought useful, and involvement of clients and their families in staff conferences evaluating the client's understanding of his problems and reviewing ongoing treatment. Three case examples illustrate some variations in client responses and emphasize the importance of consumer involvement as an evaluator of the treatment and services available to him. (KW)

ABSTRACT 23107

EC 02 3107 ED N.A.
Publ. Date May 70 17p.
Dudek, S. Z.
Effects of Different Types of Therapy on the Personality as a Whole.
EDRS not available
Journal of Nervous and Mental Disease; V150 N5 P329-45 May 1970

Descriptors: mental illness; therapy; personality change; psychiatry; medical treatment; psychotherapy; personality tests; personality studies; research projects; followup studies

To measure the effects of different types of therapy on the reorganization of personality as a whole, the direction of internal change following therapeutic intervention was analyzed. Rorschach personality analysis tests were administered before and after therapy to 26 patients who underwent psychoanalysis, 33 who received medical therapy (drugs, electroconvulsive therapy), and 29 who were maintained on supportive therapy outside the hospital. Results confirm that each therapeutic approach results in different long term effects on the personality (p less than .001). Psychoanalytic therapies result in a positive liberation of fantasy and libido and greater awareness; medical therapies result in improved reality contact and better social functioning but considerable personality constriction; maintenance therapies result in no basic personality change. Three case histories are presented as examples of the typical effects of successful psychoanalitically oriented, medical, and maintenance therapies. (KW)

ABSTRACT 23146

EC 02 3146 ED N.A.
Publ. Date 70 8p.
Rowden, David W. and Others
Judgments about Candidates for Psychotherapy: The Influence of Social Class and Insight-Verbal Ability.
Hogg Foundation for Mental Health, Austin, Texas
EDRS not available
Journal of Health and Social Behavior; V11 N1 P51-8 Mar 1970
Paper Presented at the Convention of the American Sociological Association (Boston, Massachusetts, August 1968).

Descriptors: mental illness; psychotherapy; therapists; attitudes; social class; verbal ability; intelligence level; socioeconomic influences; research projects

To test the differential influence of patients' social class and insight-verbal ability, and therapists' social class origins, on therapists' judgments on the use of psychotherapy as a means of treatment, 34 practicing and training therapists were asked to decide for or against psychotherapy for ten hypothetical patients presented by written case histories. It was found that a patient is more likely to be recommended for psychotherapy if he has high social class position, high intelligence, insight, and facility in verbalization of problems. Insight-verbal ability was slightly more influential than social class position. High social class therapists recommended psychotherapy more often than those whose fathers were in the lower three classes. Depending on the therapist's social class position, status homophily thus reinforced (therapist from higher class) or weakened (therapist from lower class) the tendency to overselect patients from the upper classes for psychotherapy. (KW)

ABSTRACT 23165

EC 02 3165 ED N.A.
Publ. Date 70 7p.
Guerney, Bernard G.; Flumen, Audrey Bach
Teachers as Psychotherapeutic Agents for Withdrawn Children.
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEG-1-7-662181-0101
Journal of School Psychology; V8 N2 P107-13 1970

Descriptors: exceptional child research; emotionally disturbed; withdrawal tendencies (psychology); play therapy; psychotherapy; elementary school students; aggression

Eleven elementary school teachers were trained in client-centered play therapy by a psychologist and a social worker. They then conducted weekly sessions of 45 minutes for 14 weeks with nine withdrawn children from their classes. Six other withdrawn children served as a control group. A coding system for four types of assertive behavior was devised to objectively evaluate the children's behavior. Evaluation was done by independent judges. All nine experimental children showed a consistent pattern of increasing assertiveness, especially in relation to their peers, suggesting more general improvement than had it been only towards their teacher. None of the six control children showed such a pattern. (KW)

ABSTRACT 23186

EC 02 3186 ED 003 182
Publ. Date 65 402p.
Drews, Elizabeth M.
Being and Becoming: A Cosmic Approach to Counseling and Curriculum, Part 2: The Creative Intellectual Style in Gifted Adolescents.
Michigan State University, East Lansing
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-7-32-0410-140 NDEA-VIIA-647-NO-2

Descriptors: exceptional child research; personality; gifted; grade 9; creativity research; critical thinking; critical reading; growth patterns; changing attitudes; student attitudes; student interests; values; audiovisual aids; testing

A study was made to describe and to discover possible ways of influencing intellectual and personality development in ninth grade, gifted youth. The report, second in a three-part study, reviewed the results of an experimental program designed especially to produce changes in attitudes, interests, and values toward creative intellectual norms. The investigation centered on two distinctive patterns: the creative intellectual style and the feminine dimension. Formal and informal measures of creative intellectual attitudes were administered to both experimental and control groups. The experimental group was found to be higher than the control group at posttesting in originality, complexity, aestheticism,

theoretical orientation, and philosophical contemplation. It was concluded that attitude change could be brought about through special efforts. (GD)

ABSTRACT 23249

EC 02 3249 ED 011 124
Publ. Date 66 112p.
Bachtold, Louise M.
Counseling, Instructional Programs for Intellectually Gifted Students.
California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; counseling; curriculum; social studies; experimental programs; English; inservice teacher education; program evaluation; program development; group counseling; junior high schools; counseling instructional programs; Project Talent; Sacramento (California)

The intellectually gifted, identified as the top 2% in achievement and ability tests in grades 7, 8, and 9 were placed in an experimental counseling instructional program. Both cognitive and affective objectives were set up for the small group counseling sessions and for English and social studies classes. Small groups of eight to 10 students met once every 2 weeks with a counselor. The counselors and the teachers of the English and social studies classes planned coordinated activities for the small groups and classwork which would lead to intellectual and social growth. Inservice training and program planning continued throughout the year. The program was evaluated by measuring the amount of student growth in line with program objectives; rating sheets on the feelings and attitudes of all those involved, detailed case studies, and student self-evaluation forms were used. The program was presented as an example of a means of interrelating counseling and classroom activities which could serve for students other than the gifted. (NS)

ABSTRACT 23392

EC 02 3392 ED N.A.
Publ. Date 70 8p.
Chan, Adrian and Others
An Integrated Approach to the Modification of Classroom Failure and Disruption: A Case Study.
EDRS not available
Journal of School Psychology; V8 N2 P114-21 1970

Descriptors: exceptional child research; handicapped students; special services; behavior change; counseling services; remedial reading; case records; integrated activities; social reinforcement; socially deviant behavior

Three components of therapeutic education were used in the successful behavior modification and counseling approach to an 11-year-old Black youth (Charley) in a predominantly white middle class elementary school. Charley (IQ 104) was treated for classroom disruption and failure during a 13-week, 26 session program. The procedures employed included: a remedial reading program, the establishment of a therapeutic counseling relationship between Charley and his therapist, and the provision of teacher training to improve teacher control over Charley's classroom behavior. For the first 15 sessions gum was used to reinforce good behavior; praise and support was not successful used alone. A friend was selected by Charley to attend the reading sessions to develop competition and provide social reinforcement. Charley improved noticeably in speed reading, comprehension exercise, home reading and classroom performance. It was concluded that the integrated therapy of Ross, Staats, Becker, Wolf, et al. was effective. (GD)

ABSTRACT 23403

EC 02 3403 ED N.A.
Publ. Date Jun 70 5p.
Obler, Martin; Terwilliger, Robert F.
Pilot Study on the Effectiveness of Systematic Desensitization with Neurologically Impaired Children with Phobic Disorders.
EDRS not available
Journal of Consulting and Clinical Psychology; V34 N3 P314-8 Jun 1970
Reprints Available From Robert Terwilliger, Graduate Faculty of Political and Social Sciences, New School For Social Research, 66 West 12th Street, New York, New York 10011.

Descriptors: exceptional child research; neurologically handicapped; emotionally disturbed; psychotherapy; fear; stimulus behavior; extinction (psychology); desensitization therapy

A modified version of Wolpe's systematic desensitization therapy involving direct confrontation with the fear-inducing stimulus was attempted with neurologically impaired children with phobic symptoms. Two hypotheses were tested: that a nonverbal therapeutic technique not requiring motivation will produce successful symptom reduction for these children, and that awareness of therapeutic procedure is not necessary for successful results. Both hypotheses were confirmed. The implications of these results for further research on systematic desensitization therapy are discussed. (Author)

ABSTRACT 23494

EC 02 3494 ED N.A.
Publ. Date Jul 70 6p.
Ayers, George E.
The Disadvantaged: An Analysis of Factors Affecting the Counseling Relationship.
EDRS not available
Rehabilitation Literature; V31 N7 P194-9 Jul 1970

Descriptors: culturally disadvantaged; rehabilitation counseling; counseling effectiveness; interaction process analysis; counselor attitudes; counselor acceptance; communication problems; attitudes

The complex range of interpersonal and intrapersonal perceptions that influence the development of a counseling relationship, specifically as related to counseling the disadvantaged, are analyzed. Starting with an enumeration of qualities that affect the counseling relationship in general, the author expands to a discussion of specific counselor attitudes affecting their relationship toward a disadvantaged client. The effect of counselor's perceptions of the disadvantaged, and how he can overcome them and establish rapport, are treated. Suggestions for developing positive counselor attitudes and for increasing the counselor's knowledge of the client's background, values, and culture include a strategy of inservice training. The importance of communication, both verbal and non-verbal, and of the client's attitude also, are discussed. (KW)

ABSTRACT 23523

EC 02 3523 ED N.A.
Publ. Date 66 533p.
Kessler, Jane W.
Psychopathology of Childhood.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($9.75).

Descriptors: exceptional child education; emotionally disturbed; psychopathology; personality theories; child development; clinical diagnosis; referral; child rearing; speech handicaps; language handicaps; mentally handicapped; learning disabilities; psychosis; delinquency; psychosomatic diseases; psychotherapy; prevention; residential centers; parents

Problems of emotionally disturbed children are discussed in the context of normal child development. Emphasis is on psychological causes, but organic and constitutional factors are considered. Specific areas discussed are personality theories and psychopathology; reciprocal relationship of mental and emotional development in early childhood; anxiety, aggression, and guilt; referral and diagnostic procedures; diagnostic nomenclature in child psychopathology; problems in feeding and toilet training; developmental problems in speech and language; mental subnormality; learning disorders in school age children; psychoneurosis in children; psychosis in early childhood; juvenile delinquency; mind and body; psychotherapy for children; work with parents; treatment away from home; and prevention. References are included for each topic area. (MS)

ABSTRACT 23612

EC 02 3612 ED N.A.
Publ. Date Aug 70 7p.
Schlanger, Phoebe Honig; Schlanger, Bernard B.
Adapting Role-Playing Activities with Aphasic Patients.
EDRS not available
Journal of Speech and Hearing Disorders; V35 N3 P229-35 Aug 1970
Based on Paper Presented at Annual Convention of the American Speech and Hearing Association (44th, Denver, November 15-18, 1968).

Descriptors: exceptional child education; aphasia; role playing; speech handicapped; group therapy; psychotherapy; speech therapy

The use of role-playing activities with several aphasic patients is described with patients at various stages of stabilized language recovery. Pantomime role playing was used with those who had severely limited or no verbal communication. For aphasics with meager verbal activity, situation-oriented role playing was used in which the aphasic played himself under nonstress and stress conditions. At times, the patients were people other than themselves in simulated life, role-oriented situations. Problem-oriented psychodrama was used with patients who had less impaired language. The following changes were noted in patients who moved along this progressive role-playing program: some relief of frustration and anxiety concerning deficient communication, loss of inhibition, a strong sense of successful accomplishment, and insight into the problems of self and the feelings and actions of others. It was felt that role-playing acts as a catalyst in releasing some former verbal skills and gestures. (GD)

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